DOCUMENT RESUME

ED 173 903 EA 011 895

AUTHOR Edwards, Hugh F.
TITLE A Process Model for the Development and Implementation of the Bloc Quarter System in a Selected High School.
PUB DATE Mar 79
NOTE 154p.; Individual Practicum Report, Nova University; Best copy available; Sample 3-A deleted due to illegibility

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Curriculum Development; Discipline Problems; Dropout Programs; *Individualized Instruction; *Quarter System; Secondary Education
IDENTIFIERS *Better Learning Opportunities for Children Program; Coffee High School GA

ABSTRACT

At Coffee High School in Douglas, Georgia, a needs assessment committee recommended the replacement of the traditional nine-month program with a quarter system using longer class sessions and allowing more individual attention. The committee members chose the Better Learning Opportunities for Children (BLOC) Program. Implementation involved organizing committees, planning strategies, planning inservice training, preparing curriculum guides, preparing a master schedule and preregistering students. After a year under the BLOC system, 28.31 percent of the students had gained in achievement scores as compared to a year under the old system in which 15.38 percent gained. Twenty percent more students could be taught under the BLOC system. There was a 2 percent dropout decrease, a 2.57 percent gain in student attendance, an average decrease of student disciplinary actions of 60.5 percent and a 173 percent increase in class time contact per period under the BLOC system. It was felt that the program generated increased interest, ideas and morale in students, and encouraged teachers to innovate in ways that would benefit students. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED173903

A PRACTICUM REPORT

A PROCESS MODEL FOR THE DEVELOPMENT AND IMPLEMENTATION OF THE BLOC QUARTER SYSTEM IN A SELECTED HIGH SCHOOL

by

Hugh F. Edwards

Submitted in partial fulfillment
of the National Ed.D. Program
for Educational Leaders
NOVA University

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Hugh Edwards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Individual Practicum Report
Douglas Cluster
Submitted: March, 1979

(Former) Principal
Coffee High School
Douglas, Ga. 31533

EA 011 895

TABLE OF CONTENTS

Chapter		Page
I.	Introduction	1
II.	The Needs Assessment	6
III.	The Objectives	14
IV.	Review of Related Literature	17
V.	The Strategy	42
VI.	The Development of the Strategy	44
VII.	The Procedure for Implementing the BLOC Quarter System	52
VIII.	The Evaluation	78
IX.	Institutionalization	99
X.	Dissemination	100
XI.	Conclusion and Recommendations	102
Bibliography		104
Appendix		108
Letters of Request		133

CHAPTER I

INTRODUCTION

Many schools across the nation have realized the urgent necessity to provide a curriculum which better meets the needs and demands of all the students during the coming years. Curriculum improvements have been made, but for many of the students enrolled present courses of study are inadequate.

There is always the possibility that there is no superior, feasible alternative to the way schools are now operated. This possibility, however, does not relieve educators of the responsibility of trying promising alternatives and comparing the results with present results.[1]

The administrators, teachers, pupils, and the community served by Coffee High School, Douglas, Georgia, which houses grades 10-12 with approximately 1,000 students, are concerned with the education and welfare of youth--the proper guidance and preparation of the youth to succeed in an ever-changing society. Plato once said, "The direction in which education starts a man will determine his future life." The administrators, staff, students, and community of this selected high school believe that every child has a right to an education that meets his individual needs,

---

[1]Richard W. Saxe, Opening the Schools. (Berkeley: McCutchan Publishing Corporation, 1972), pp. VII, VIII.

abilities, and potentials, and that every child should be afforded the opportunity to achieve and succeed. Today, more than ever before, education must be concerned with the knowledge, skills, and attitudes necessary for youth to succeed not only in school but in life. Schools must provide a comprehensive program designed to meet the needs of today's changing society and the complexities of our dynamic economic society.

There is an urgent need for change in the educational system because education's prime objective should be to increase the individual's cope-ability--the speed and economy with which he can adapt to continual change. Today's typical high school curriculum does little to accomplish the individual's cope-ability as evidenced by rebellion, drop-out rate, failure rate, achievement rate, and absenteeism on the part of the student. It is no longer sufficient for students to understand the past. They must learn to anticipate the direction and rate of change for the future.

In this contemporary technological society, where the possibilities of making choices appear nearly infinite, the schools need to afford each individual a maximum number of curriculum courses open to him for choice. For years this selected high school has been a leader among school districts in Georgia in the development and utilization of new methods and techniques which would benefit the students who attend this school. However, for some time,

in the considered judgment of the administration and staff, the traditional program was not meeting the needs of the students in their quest for a relevant education which would better qualify them to become successful adults in a challenging and complex society.

Many of the secondary leadership staff of the Coffee County School System were convinced that a more flexible, more comprehensive instructional program, of a higher quality, could be offered. Revising the curriculum was a forward step toward the goal of higher quality. One such program which offered considerable promise was the BLOC (Better Learning Opportunities for Children) quarter system.

The BLOC quarter system is a system that divides the school year into four equal parts, or quarters, rather than into two equal parts, or semesters, and summer school or the traditional nine months and summer school pattern. In the BLOC system, the school day is divided into five parts. A student may take five subjects of one hour and fifteen minutes each; or he may take two subjects of two and one-half hours each and one subject of one hour and fifteen minutes; or he may take one subject for two and one-half hours, and three subjects for one hour and fifteen minutes. The two and one-half hour courses carry one Carnegie unit of credit while the one hour and fifteen minute courses carry one-half Carnegie unit of credit toward graduation requirements.

The BLOC quarter system requires extensive study and revision of educational goals and curriculum. Without this intensive planning and preparation, the BLOC quarter system would not be different from the traditional program that allows for fewer courses to be offered. Since curriculum change involves such a large body of people and some drastic changes in attitudes, the justification of a curriculum change into the BLOC system must satisfy the following criteria:

1. The work which accompanies curriculum reorganization can really be justified only by improved instructional programs that result; therefore, a better curriculum is the basis and reason underlying the whole effort.

2. Student enrollment will probably increase because: studies will appeal to those who may otherwise drop out; and, if at some later date a fourth quarter can be added during the summer, with or without tuition costs, many students will approve of the idea of remaining in school year-round in order to finish their secondary education earlier; therefore, the educational advantages of the proposed revision offer, again, a meaningful justification for the program.

3. Upon total implementation (the addition of the fourth quarter), graduates may then be prepared to enter their post secondary experience (labor market, college, and/or vocational school), at a time other than June and September, and may face less immediate competition.

No claims are being made that the BLOC quarter system costs less money; in fact, it costs more initially. There is every reason to believe that more can be gained for each

dollar spent, however, and other economies may well result over a period of years. There may be more than the normal increase in enrollment; but the time which students are enrolled may be altered. Consequently, in the long run, costs per child are not likely to increase appreciably.

In summary, it must be the prime objective of any public entity, such as the school system, to provide the best possible program at the least possible expense. The BLOC quarter system has the potential for providing a more effective program for the tax dollar and thus should prove more efficient.

CHAPTER II

THE NEEDS ASSESSMENT

Since the prime objective of education should be to increase the individual's cope-ability (the speed and economy with which he can adapt to continual change), there was an urgent need for improvement in the present educational system. The high school curriculum did little to accomplish the individual's cope-ability, as was evidenced by lack of pupil interest and its attendant difficulties for both students and teachers.

It is imperative that the secondary schools make provisions for all students to adapt to the world of change. It is no longer sufficient for students to understand the traditions of the past; they must learn to anticipate the directions and rate of change for the future. It is no longer adequate for the schools to emphasize sterile curricula, oriented toward a few students; they must provide curricula that meet the objectives of all the students--not only for the present but for the rapidly changing world of the future. With these thoughts in the minds of the leaders of the educational system of Coffee County, an educational committee selected by the Coffee County School Board and the superintendent of Schools, studied the needs of the students of the Coffee County School System for one school term, 1968-1969. This committee was formed to study the causes of/and remedies for the following:

1. Low scores in standardized tests
2. Curriculum choices
3. Dropout rate
4. Poor attendance
5. Disciplinary infractions
6. Laboratory experiences
7. Individualized instruction.

This committee made its report to the School Board, Superintendent, teachers, parents, and students. Immediately following this report, the Coffee High School was evaluated for the Southern Association of Colleges and Schools and a committee of twenty people chaired by Dr. S. C. Adamson, Superintendent of Waycross Public Schools, Waycross, Georgia. The SACS Committee was in agreement with the committee formed by the School Board and Superintendent on two main issues. First, there was a dire need for more individual instruction; and second, each committee felt that the old traditional (nine months) program should be replaced with a quarter system program using longer sessions so the teacher could give more individual attention. This theory is proposed by the Educational Development Center.

> The EDC report on secondary schools found "closer personal relationships" between students and teachers in intensive education classrooms. Also "There are bound to be changes in the teaching and learning process" when classes last four and a half hours instead of 45 minutes. The high school students reported increased motivation due to the extra time for in-depth

> discussions. Teachers discovered an increased interest in the commitment to their subject. Both groups said they worked harder and felt more was accomplished in the longer classes.[2]

The following are statements made by the Southern Association of Colleges and Schools Committee. Under Major Significant Recommendations: "An immediate study should be begun to investigate the feasibility of reorganizing the programs of instruction into quarter courses. Under the curriculum recommendations: "No. 1. The staff members of Coffee High School should begin immediately to study the feasibility of reorganizing the program of instruction into quarter courses. This plan would allow the possibility of a wider range of course offerings without an extensive outlay of additional funds. It would have the added advantage of providing the instructional base for a year-round school in the event the State of Georgia pursues the course, No. 2. Existing course guides be rewritten with more detailed information regarding specific knowledges, and that the content of existing courses be reorganized into independent quarter units. Where sequence in quarter courses is important, this fact should be identified in the course guides." In Section 4-6, English Recommendations, "No. 4:

---

[2]"Education, U.S.A.," National School Public Relations Association, Arlington, January 12, 1977, P. 136.

That more variety be offered in course electives through the adoption of some form of the quarter system plan."

The Educational Committee found that Georgia State Department of Education has tests administered to the 9th and 11th grades with purpose in mind to "provide local systems basic information for assessing the effectiveness of the principal phase of educational programs in sufficient detail to indicate specific steps required for continually strengthening these programs."[3] The committee members checked the scores for the eleventh grade and found that most of the students were performing from three to five grades below grade level. Actually, according to statistics, approximately 30 percent of Coffee High School eleventh graders were three or more years behind national norms. Their I.Q. scores, however, indicated that they had normal ability to achieve. The average I.Q. was 92.5 percent. It seemed reasonable to expect better standardized test scores from them. According to the Minimum Foundation Program of Education Study Committee's report on student achievement (using 1970 figures), Coffee County students were below state average. The Committee stated: "Nearly 37% of Georgia's fourth grade students and over 50% of the eighth grade students are one or more grades behind national averages in their skills in reading. (In Coffee County, 39% of the fourth graders were below national norms, 52% of the eighth graders were below

---

[3]Objective No. 4, "Statewide Testing Program."

national norms). By the time the same students reach the eleventh grade, nearly one-third of them are three or more years behind national norms.[4]

When the Educational Committee checked on the number of courses being offered to the students of the Coffee High School, they found that the course offerings were limited (See the Master Schedule for the 1969 traditional school year: Sample No. 3-A, Page 123). It was found that the restrictive curriculum choices worked adversely to the interest of the students. As the committee studied the restrictive curriculum, they found that the Coffee High School had thirty-six teachers who were teaching 180 fifty-five minute periods per day, or 180 courses per school term. When the committee compared the traditional school program with the BLOC quarter program, they found that those thirty-six teachers could teach 216 courses per year, giving the students thirty-six more courses per year to choose from under the BLOC quarter program.

It was also found by the committee that 50% of the students entering the ninth grade in the Coffee County School System dropped out of school before they finished high school; whereas, the state average in 1970, of those finishing high school who entered the ninth grade, was 64.8%. The national average of

---

[4]APEG Report of the Minimum Foundation Program of Eudcation Study Committee, December, 1973, p. 22.

those entering the ninth grade and completing high school in 1970 was 78%.[5] The committee felt that the school had a dropout problem that needed immediate attention. A dropout is defined as one who leaves school prior to graduation. According to the 1969 Principal's Report Coffee High School had 79 dropouts. The writer checked the dropout rate at two comparable high schools for the same year. One had 65 dropouts; the other had only 62 dropouts.

A look was taken at the attendance rate; and it was found, according to the Principal's Report in 1970, that the average daily attendance was 77 percent. Attendance the same year at two neighboring high schools with student population similar to Coffee High School had 84 and 91 percent average daily attendance.

The committee felt that 478 disciplinary infractions during the first three months under the traditional school was indicative of student dissatisfaction with the curriculum. Changes in the curriculum that would better meet the needs and concerns of the students would help reduce behavioral problems.

The committee found that laboratory class time was sacrificed to teaching time. A fifty-five minute period of time did not allow for adequate hands-on experiences. For ex-

---

[5]National Education Association-Research, Research Report, 1972, R1, P. 30.

ample, in chemistry it was almost impossible to prepare for an experiment, perform an experiment, write up the report, and put away the equipment in a fifty- five minute period of time. The students therefore,had to utilize after-school time to complete laboratory work. The same situation existed in other laboratory-type courses. A teacher may explain the process, but the student learns by doing. The committee was very much in favor of developing time blocks to allow for effective laboratory experiences.

Individualized instruction was very difficult to implement in the traditional program. Time and large numbers of students per class left the teacher with a choice of teaching all students at one time or teaching a few individually but not teaching the others during one class period of fifty-five minutes. The committee studied the problem and came to the conclusion that the teacher could not individualize instruction with only fifty-five minute periods of time.

The committee concluded that the lack of individualized instruction and a meaningful curriculum led to low attendance, disciplinary disturbances and, as a consequence, to increased numbers of poor readers and low test scores.

The Education Committee went back to the Coffee County School Board with its findings and gave their report. The School Board advised the Superintendent that the School Board would pay the bill for the cost of changing from the traditional

to the quarter system. The Superintendent organized a committee of parents, students, teachers, administrators, board members, and the Superintendent for the purpose of visiting several school systems, using a quarter system. The committee visited Bacon County, Lownds County, Pierce County, Ware County, and the Waycross City Systems. After visiting these systems that were using different types of quarter systems, the committee members were unanimous in their decision that the BLOC (Better Learning Opportunities for Children) quarter system being used by the Waycross City System, with a few revisions, would better meet the needs of the students in the Coffee High School.

CHAPTER III

THE OBJECTIVES

The writer felt that the following objectives should be used to evaluate the differences between the traditional year school program and the BLOC (Better Learning Opportunities for Children) quarter school program, and to give direction to the development and implementation of a BLOC quarter school program.

Process Objective No. I

As a result of this Practicum, a system for implementing the BLOC quarter system will be developed and submitted to the schools or school systems (N = 8), by March 1979, that have expressed a need for guidance in developing and implementing this type quarter system, as evidenced by a statement of receipt.

Terminal Objective No. I

As a result of this Practicum there will be a significant increase at the .05 level in the test scores in English and Math of a random sample of students in the BLOC quarter system as compared with the traditional full year program, in the selected high school, by June 30, 1978, as measured by Standardized Achievement Tests.

Terminal Objective No. 2

As a result of this Practicum, there will be a 20 percent

increase in the course offerings under the BLOC quarter system as compared with the traditional system, in the selected high school, by June 30, 1978, as evidenced by the offerings listed on the master schedule under each system.

Terminal Objective No. 3

As a result of this Practicum, there will be a decrease in the dropout rate by 2 percent in the selected high school with the BLOC quarter system as compared with the traditional system by June 30, 1978, as evidenced by the Principal's Annual Report.

Terminal Objective No. 4

As a result of this Practicum, there will be a 2 percent increase in the average daily attendance (ADA) in the selected high school with the BLOC quarter system as compared with the traditional system by June 30, 1978, as evidenced by the Principal's Annual Report.

Terminal Objective No. 5

As a result of this Practicum, there will be a 20 percent decrease in the frequency and type of disciplinary action required by the school in the BLOC quarter system as compared with the traditional school system, in the selected high school, as measured by the Disciplinary action reports ("Discipline"), by June 30, 1978.

Terminal Objective No. 6

As a result of this Practium, there will be a 50 percent increase in time devoted to laboratory work under the BLOC quarter system as compared with the traditional school system in the selected high school by June 30, 1978, as measured by the difference between a 55 minute period and a 150 minute period.

Terminal Objective No. 7

As a result of this Practicum, there will be a 50 percent increase in time devoted to individualized instruction under the BLOC quarter system as compared with the traditional school system in the selected high school, by June 30, 1978, as measured by the difference between the 55 minute period and the 150 minute period.

CHAPTER IV

REVIEW OF RELATED LITERATURE

A. The Need for Innovation

In the late 1960's many segments of our society reflected concern with the sequential but interactive phenomena of the knowledge explosion and technological revolution, the thrust for innovation and change, and most recently the ability to cope with and adapt to rapidly accelerating rates of change. To consider the future of educational administration, a committee was appointed (at the 1966 National Conference of Professors of Educational Administration), and had as its purpose to project the nature of education in 1985. This Committee concluded that:

> By 1985 administrators will have adjusted to the impact of this thrust and generated a series of procedures to satisfy public information and demands for accountability in the use of resources for educational purposes . . . Reaching the unreachables may be the "in" slogan for education 1985 along with "relating what's relevant."[5]

Today's world reflects the great scientific and technological advances of recent years. Great strides have been taken in electronics, communication, and transportation, as well as in the development of synthetic materials, wonder

---

[5]The 1985 Committee of the National Conference of Professors of Educational Administration. Educational Futurism 1985 Challenges for Schools and Their Administrators, p. 36.

drugs, and other previously unknown entities. Frederick R. Smith and R. Bruce McQuigg, in their study of secondary schools today, point out that this progress has been paralleled by advances in our understanding of the educative process, and that it is reasonable to anticipate that this new knowledge is leading to many significant changes in the schools.[7]

Experiments with various organization and administrative modifications designed to increase the effectiveness of the educational program are conducted in a setting of teacher, parental, and--inevitably--student unrest. Patterns of curriculum organization are changing; old courses are being examined; content is being updated; the sequence of learning activities shifted; "packaging' and "engineering" have become essential parts of curriculum terminology. New ways of organizing the school day, various combinations of large-and small-group instruction, and a re-examination of the processes of staff utilization continue to be particularly evident.[8]

By 1985 the instructor's or teacher's primary roles will be recognized as (1) diagnostician of learning problems and (2) learning therapist. These roles may be contrasted

---

[7] Frederick R. Smith and R. Bruce McQuigg, Secondary Schools Today: Readings for Educators, Second Edition (Boston: Houghton Mifflin Company, 1969), p. 185.

[8] Ibid., pp. vii-viii.

to the present emphasis on being a subject matter specialist or fulfilling the role of purveyor of knowledge to learners by such direct means as lecturing or focusing the direction of discussion.[9]

As far back as 1963 William Heard Kilpatrick, in "Education for a Changing Civilization," observed that:

> Our young people face too clearly an unknown future . . . No longer can one generation bind the next to its solutions . . . Our young people must learn such general and flexible techniques as promise best to serve them in that unknown future.[10]

Kilpatrick felt that "our schools are already changing"[11] and based his opinion on scattered impressions of less group precision and straight line marching, more individual movement, school as a place where actual experiencing goes on, and the fact that the better schools now favor student participation in school affairs.

Harold G. Shane feels that we cannot change the history of education's collision with the future, but we can conceptualize and build better programs of instruction as we digest

---

[9] Educational Futurism 1985 Challenges for Schools and their Administrators. Op. cit., p. 57.

[10] William Heard Kilpatrick, "Education for a Changing Civilization." Three lectures delivered on the Luther Laflin Kellogg Foundation at Rutgers University, 1926. p. 83.

[11] Ibid., p. 107.

the meaning of new opportunities and responsibilities.[12]

Gardner Swenson, Donald Keys, and J. Lloyd Trump, in Providing for Flexibility in Scheduling and Instruction, feel that innovation for the sake of change alone is not enough when we gamble with the future of so many young people. They felt that:

> The program must stand alone under the glaring light of a sound and unbiased research and evaluative criteria. Unless a better educational program is the direct result of an innovation, the experiment should not continue.[13]

In July, 1972, the Charles F. Kettering Foundation, through its affiliate the Institute of Development of Educational Activities, Inc., authorized the establishment of a National Commission on the reform of secondary education. This Commission expressed the view that:

> If educational goals are to be realized, they must form a frame of reference for student objectives. Objectives serve as indexes of the schools' progress toward its goals. All participants in the educative process must know the goals of whatever they undertake. An awareness of the goals and objectives of their schools helps students establish personal goals and objectives and enables them to measure their individual progress.[14]

---

[12] Harold G. Shane, "Future Shock and the Curriculum," Phi Delta Kappan, October, 1967, p. 70.

[13] Gardner Swenson, Donald Keys, and J. Lloyd Trump, Providing for Flexibility in Scheduling and Instruction. (N. Y.: Prentice-Hall, Inc., 1966), p. 62.

[14] The Reform of Secondary Education. A report to the National Commission on the Reform of Secondary Education, established by the Charles F. Kettering Foundation, 1973, p. 11.

In predicting future development, A. D. C. Peterson, the author of The Future of Education, believes that education has lagged so far behind the changes in society as a whole that we already know that it at least needs considerable adaptation before it is relevant even to the society in which we are now living.[15]

Peter F. Drucker, in his book entitled The Age of Discontinuity: Guidelines to our Changing Society, says that:

> In a knowledge society, school and life can no longer be separate . . . We face an unprecedented situation in which we will have to set priorities for new knowledge . . . Existing disciplines will not remain appropriate for long, if knowledge is to have a future.[16]

In The Future of Education: The Class of 1989, Marshall McLuhan and George B. Leonard see mass education as a child of the mechanical age, and predict that with the event of new technologies, the very first casualty of the present-day school system may very well be the business of teacher-led instruction as we now know it. They see the new education as more concerned with training the senses and perceptions than with stuffing brains, and feel that the new student who makes his own educational space, his own curriculum, and

---

[15] A. D. C. Peterson, The Future of Education. (London: The Cresset Press, 1968), p. 1.

[16] Peter F. Drucker, The Age of Discontinuity: Guidelines to our Changing Society. (N. Y.: Harper and Row, 1969), pp. 324, 365.

even develops many of his own learning methods will be unique and irreplaceable.[17]

The Commission on the Reform of Secondary Education says:

> The inability of traditional school subject lines to accommodate the needs of an increasingly complex society suggests the need for a broad fields approach to curriculum building.[18]

Some of the problems facing the schools today, according to this Commission, are: "Decline in achievement in urban school systems, a nationwide decrease in school attendance, and an increase in crime in the schools."[19] In order to combat these problems, the Commission does not advocate the abandonment of the traditional high school. It does urge, however, that recognition be given to a wide variety of available alternatives. These alternatives offer a number of avenues by which learners may pursue secondary education based upon individual interests and objectives. The Commission states that:

> It must be accepted that adolescents are no longer grown-up children nor are teachers

---

[17] Marshall McLuhan and George B. Leonard, "The Future of Education: The Class of 1989," LOOK, 31:4, February 21, 1967, pp. 23-25.

[18] Gordon Cawelti, "The Reform of Secondary Education." A Review of the Report's Advice to the Public and the Profession. NASSP Bulletin, No. 381, April, 1974, pp. 86-93.

[19] The Reform of Secondary Education, Op. cit., p. 9.

> walking encyclopedias. Today's student probably has in his head more raw information than teachers had thirty years ago.[20]

Many of our students are failing in today's school simply because they are unable to read well enough to keep up. According to Richard W. Saxe, a crisis exists in education. The impoverished child can't read well, has no vocational skills, and is becoming increasingly alienated toward a society that he feels is unjust and oppressive, while the affluent suburbanite is reacting to middle-class values by "tuning out and turning on." At the same time, taxpayers are refusing to support education for a variety of reasons, legislative authorities are demanding that educators become "accountable" and romanticists, journalists, civil rights leaders,and everyone else who can find a soapbox "are diagnosing ills and offering treatments that range from community control to burning the school house."[21]

Dr. Michael LaMorte, Associate Professor, Department of Educational Administration, University of Georgia, expresses his concern for the poor achievers and the dropout in the following report:

---

[20] The Reform of Secondary Education, Op. cit., p. 11.

[21] Richard W. Saxe, Opening the Schools. (Berkeley: McCutchan Publishing Corporation, 1972), pp. 66, 405.

> One set of statistics that concerns me greatly, and which makes one wonder if something isn't amiss regarding the college preparatory nature of our secondary schools, is the following: Less than one-half of the students entering the first grade graduate from high school, less than one-half of these high school graduates enter college, and less than one-half of those entering college remain for graduation four years later . . .[22]

Studies also suggest that one reason for dropping out of school is that those who drop out feel that the curriculum is too difficult. A 1968 manpower report points out that eight out of ten high school dropouts and four out of ten high school graduates never had counseling by their school concerning training or employment opportunities. This suggests that a large number of students in our public schools may not be receiving the kind of instruction, counseling, or training which they so desperately need.

James A. Rhodes is of the opinion that the states will soon be out of the education business unless they become a positive force in solving our educational problems. He states that:

> The total educational system within our nation is being measured and found wanting. The massive social and economic problems within our nation cry out for solutions, not for commensuration. These problems must be solved or our nation will become a welfare state with a fair sharing of less and less goods and

---

[22] Workshop on the Role of the Principal in the Planning and Implementation of a Development Program of Vocational Education. August 1970 Bureau of Educational Studies and Services, College of Education, Athens, Georgia, 1970, pp. 145-146.

> services. Our educational system will either change and become a positive force in solving the problems besetting our nation, or another type of institution will be developed from the federal level which will direct its attention to these problems. In blunt language, either the educational systems of our state and nation will accept their social and economic responsibilities, or we will see the development of a federal system of education, initially identified as concerned with manpower training.[23]

The Committee studying the Minimum Foundation Program for Education agrees that there must be a change made from the traditional program to a new approach which will more adequately meet the needs of the students who are preparing to face tomorrow's world. The following paragraph expresses their feeling:

> A great many Georgia youths are one or more grade levels behind in their educational achievement, yet the vast majority have no apparent mental, physical, or emotional handicap. Nearly 37 percent of Georgia's fourth grade students are one or more years behind the national norms in their skill reading, and by the eighth grade, this number has grown to over 50 percent. These low achievers must be compensated in their learning, as early in school as possible, through remedial instruction in the basic skills (reading, math, and use of the English language). Without increased attention and individualized instruction, these children will fall further and further behind year after year, fail repeatedly, and eventually drop out of school and into an overburdened job market with no marketable skill and little achievement in the basic and developmental skills. The cost of

---

[23] James A. Rhodes, Vocational Education and Guidance, (Charles E. Merrill Publishing Company, Columbus, Ohio, 1970), pp. 149, 163.

> several years of compensatory education is minor compared to the lifetime cost of maintaining these low achievers who repeat grades in school, require welfare, or end up in prisons.[24]

B. The Need for More Class Time

Many of our educators feel that the traditional 55 minutes are not enough in most cases and too much in some. They, therefore, see a need for a change in the time schedule. The following statements confirm the need for a change:

> In an effort to create strategies for change, the following innovations attracted the most funding from foundations and the U. S. Office of Education during the decade of innovation: team teaching, modular scheduling, non-graded schools, programmed learning, individualized instruction, independent study, learning centers, open plan schools, language laboratories, behavorial objectives, differentiated staffing, and computer-assisted instruction.[25]

In an article on "Individualizing in a Modular Schedule," the authors describe the implementation of modular scheduling, leading to ever increasing individualizing of instruction at Pope John Central High School, Elgin, Nebraska, considered one of the most innovative secondary school in the state. The authors felt that, in the face of growing dissatisfaction with traditional school practices and an increasing demand for total individualization of instructional objectives,

---

[24] The Reform of Secondary Education, Op. cit., p. 7.

[25] APEG Adequate Program for Education in Georgia, Report of the Minimum Foundation Program of Education Study Committee, December, 1973, p. 12.

activities, and evaluation to meet the personal needs, interests, and abilities of each student, a radical departure from past modes of education is necessary. The authors believe that the modular of flexible schedule can be a first significant step toward achieving and individualization; but modular scheduling is itself only a tool; and as such, it is only as potent as its user. Properly implemented, it demands a radically new style of education which, the authors point out, gives promise of producing qualitatively different outcomes for each student.[26]

In Freedom to Learn: A View of What Education Might Become, Carl R. Rogers says:

> All teachers and educators prefer to facilitate experimental and meaningful learning, rather than the nonsense syllable type. Yet in the vast majority of our schools, at all educational levels, we are locked into a traditional and conventional approach which makes significant learning improbable if not impossible.[27]

Jack Parker, in "A Student-Centered Scheduling Model," states that:

> New methods of instruction and patterns

---

[26]Arnold J. Moore and Sister Peggy House, "Individualizing in a Modular Schedule." Educational Leadership, Vol. 20, No. 3, December, 1971, pp. 252-4.

[27]Carl R. Rogers, Freedom to Learn: A View of What Education Might Become. (Ohio: Charles E. Merrill Publishing Co., 1969), p. 5.

> of organization, notably team teaching, large and small group instruction, and independent study, have evolved along with a variety of curriculum changes in today's schools. The success of schools in implementing these changes and in achieving their goals and objectives depends largely on the efficiency of the master schedule, the instrument which integrates the various elements of the school program, i.e., students, teacher, curriculum, time, and space.[28]

In the article, the author describes the "student-centered scheduling model" as a model which incorporates a human element into scheduling students and teachers into the right classes.

Evaluation of the education product is nothing new, but accountability for the quality of education is a new concept. It results from the demand by the people for evidence to show that the schools have actually done the job the people expected of them. The concept of accountability includes the notion that not only should the schools be held accountable for the quality of their product but also that there be a process by which any individual can determine for himself the results promised.[29]

The authors of Secondary Schools Today: Readings for Educators, might well be describing the traditional school

---

[28]Jack Parker, "A Student-Centered Scheduling Model," NASSP Bulletin, 57:47-52, January, 1973, p. 47.

[29]Leon M. Lessinger, "Accountability in Public Education," Today's Education, 58:52, May, 1970.

in describing a school where pupils sit in instructional groups of approximately twenty-five, in rows facing the teachers. Where most of the classes meet five times a week for periods of time ranging from forty-five to sixty minutes, conforming with the quantitative requirements of the Carnegie unit. In these classes, bells ring at regular intervals, initiating or terminating intellectual activities; and outside assignments are made, to be completed at home, in the school library, or in study halls in which the pupil sits when he is not in regular class. "It is generally assumed," according to the authors, "that the individual learns best studying silently, alone, or in the formal classroom situation."[30]

The modification of the instructional structure has been accomplished by the quarter system, modular flexible scheduling, block time classes, and variable class schedules.

Daniel P. Shockloss discusses the experiences of New Milford High School, New Jersey, in planning, implementing, and dealing with the changes resulting from a modular flexible scheduling system in an article entitled, "Changing to Modular Flexible Scheduling." Shockloss concluded that:

---

[30] Frederick R. Smith and R. Bruce McQuigg, Op. cit., p. 185.

> It is obvious that administrators, faculty, and students, while living the program, are constantly striving to improve it. . . . Mod flexible scheduling is a means, not an end. It is a plateau. It is a step in the direction of better education.[31]

The variable class schedule, or modular schedule, conceives a complete break with the conventional schedule. It proposes that the students are capable of assuming some share of the responsibility for their own education. The authors of The Flexibly Scheduled High School describe a module of time as "nothing more than a period of time," and, in this sense, may be equated with a period of time as found in the traditional school day. They refer to a module as a period of time of some predetermined length which becomes the basic unit of instructional time. In a variable class scheduling system, modules may be thought of as building blocks and they are the basic unit of scheduling construction. The advantage of the modules of time is that several modules may be combined to form varying time lengths for specific courses. The module itself may be of any desired length and the length of the module determines the number of modules that may be used to accumulate

---

[31]Daniel P. Shockloss, "Changing to Modular Flexible Scheduling." NASSP Bulletin, 57:49-88, January, 1974.

a given amount of time in clock hours.[32]

Because many school systems have adopted the term "flexible" for their high school programs, flexible may mean anything from a rotating seven-period day to block scheduling.[33]

All courses in modular scheduling are not "weighted" equally in respect to the number of modules assigned to each course because the module system allows greater flexibility for designing courses within the curriculum.[34]

In "Comments on Research," Neal C. Nickerson, Jr., states that:

> The evidence is generally supportive of the salutary effects of instructional programs in secondary schools having "modular flexible" schedules. In most cases, student achievement doesn't suffer and critical thinking and problem-solving abilities are enhanced when a school departs from the traditional six or seven-period schedule and moves into "mod-flex." Also, in almost all cases, students like mod-flex better. (Supportive literature for this student-focused analysis is listed on pages 125-133 of the May, 1970, NASSP Bulletin, giving a list of studies and articles supporting the above.) Also, Lloyd Trump and Bill Georgiades direct us to the NASSP Model Schools Project in the May, 1972, NASSP

---

[32] Deane Wiley and Lloyd K. Bishop, The Flexibly Scheduled High School, (N. Y.: Parker Publishing Company Inc., 1928), pp. 60-61.

[33] Ibid., p. 56.

[34] Ibid., p. 62.

Bulletin which further substantiates those claims.[35]

Nickerson observes that very little research has been done exclusively on the teachers' outlook and behavior in modular flexible scheduling vs traditional schools. He points out that there are many articles stating that teachers like mod-flex better, but that they don't pin point role attitudes and fulfillment and are usually spin-offs from student-focused studies.[36]

In his article, Nickerson includes a discussion of Owen Paul Halleen's research dissertation, "Teacher Behavior in a Modular-Flexible Scheduled School: A Comparative Study," Ph.D Dissertation, University of Minnesota, 1972, tackling the issue of teacher behavior in the modular-flexible scheduled school. Halleen's dissertation discusses two schools used for comparative purposes, with 90 percent of the teachers cooperating in the study of both schools. The data were gathered in November and December, 1970, and analyzed in the spring of 1971. The statistical method most frequently employed in the study was the chi square. Halleen states a caution in the use of the study, to the effect that it is only an exploratory

---

[35]Neal C. Nickerson, Jr., "Comments on Research." NASSP Bulletin, March, 1973, p. 104.

[36]Ibid., pp. 105-111.

study which leads to insights or hypotheses, but does not test them. Therefore, his study must be considered as a first step in getting information about teacher behavior in a modular-flexible scheduled school and not as an attempt to test any hypotheses.

"Anticipated and Experienced Problems in Implementing a Flexible-Modular Schedule," is a descriptive study attempting to identify problems of implementing a modular-flexible schedule in the secondary school. Seventy secondary schools were sent a 99-item questionnaire concerning school problems experienced in the implementation of a modular-flexible schedule. Data were analyzed using chi-square tests between responses of principals and between responses to the questionnaires completed by members of a national jury. Ten problems were identified that both principals and members of the jury agreed were problems. These centered around student attendance, criticisms by staff in other schools, inability of teachers to properly use time for preparation and student consultation, lack of increased achievement of students, and parents blaming the schedule for student failure. There was disagreement on two problems: national jury members predicted earlier arrival by students, but principals did not find this occurring. National jury members believed, after implementing a major change such as the modular-flexible schedule,

principals would find subsequent changes in the program equally difficult to implement. Principals did not agree, but found subsequent changes were easier to facilitate after successfully implementing the modular-flexible schedule.[37]

A flexible schedule by itself will not cure many ills. There must be plans, cooperation, and constant evaluation.[38]

It is because of the failure of most schools to develop a program that has the content of procedural characteristics of core that the term "block time" has come into common usage. Block time is nothing more than a scheduling procedure which places one teacher with the same group of pupils for two or more consecutive classes. A block of time affords more flexibility in instructions by making more time available.

Additional advantages of the block of time include:

1. Block time encourages the utilization of more effective teaching practices, such as supervised study, field trips, guest speakers, utilization of community resources, cooperative planning, and cooperation with other staff members.

---

[37]A. W. Sturges and Donald Mrdjenovich, "Anticipated and Experienced Problems in Implementing a Flexible Modular Schedule." The Journal of Educational Research, Vol. 66, No. 6, February, 1973, p. 269.

[38]Alvin W. Howard and George C. Stoumbis, The Junior High and Middle School: Issues and Practices, (Penn.: The Haddon Craftsmen, Inc., 1970), p. 382.

2. Block time encourages experimentation by the teacher.

3. Block time encourages the use of a variety of methods which are too time consuming in a departmentalized schedule such as: group work, debate, research activities, utilization of community resources, and building displays and bulletin boards.[39]

Alvin W. Howard and George C. Stoumbis feel that many changes have taken place in recent years in the organization and methods of instruction in today's schools. Some of these are no longer innovations, but have passed beyond the experimental stage and are relatively common at all levels of instruction. Others have been watched carefully, tentatively tried, and slowly adopted by the schools. According to these authors:

> There has been resistance in varying degrees to much of what is new, but the hard truth is that, like it or not, change is a part of today's world and we must adjust to it. The traditional teacher and administrator who find it difficult to accept the newer concepts are finding that pressures of the community and the demands of the times compel them to alter, however reluctantly, the instructional practices so long in use. It is not possible to ignore such concepts as team teaching, independent study programs, ungraded classes, programmed learning, and continuous progress plans. Flexible scheduling, far from being a threat, is a mighty tool which, properly used, does much toward implementing a superior educational program.[40]

---

[39] Alvin W. Howard and George C. Stoumbis, Op. cit., pp. 322-323.

[40] Ibid., p. 379.

The need for a change from the old traditional system to a program that is more practical and effective is well brought out by Trump and Miller in their book, Secondary School Curriculum Improvement. In this book they describe today's schools as typically scheduling classes into standard-length periods for all subjects and activities. Once having decided how long periods should be, 40, 45, 50, or whatever minutes, classes meet for that time each day. Such an arrangement provides a situation in which a student can think about an individual subject, such as science, for only 45 minutes, then he must stop thinking about science in order to think about history or physical education for an equally short period of time. For classes with standard-length periods, the home economics teacher selects recipes that can be completed in 45 minutes, including getting materials out and putting them back. The length of the class is not determined by the teachers and students, but by an electric clock in the office. According to Trump and Miller, in block time scheduling:

> According to one form, six teachers are responsible for 180 students for a 2-hour block of time each day. Teachers and students may divide their time among large-group instruction, small-group discussion, and independent study. All of the students may watch a film for 18 minutes, then separate into groups so that 90 students attend a supplementary presentation by one of the teachers, and the remaining 30 students go to a library or workroom for independent

> study under the supervision of the sixth teacher. The new arrangement may last 36 minutes, or any other specified time, so long as the total 2-hour block is maintained. Then the students are re-arranged so that all have small group work and independent study. Obviously, this approach represents a more flexible use of time, space, and student groupings than is possible in a conventionally organized school.[41]

To use the BLOC quarter system with success, the total traditional program must be changed to meet the demands of a new curriculum. This idea is forcefully expressed by Muriel Gerhard, who states that:

> If there is one thing we can be sure of in education today, it is change. The educational ostrich is extinct! The educational ecology has been undergoing tremendous change, and the patterns of change are affecting all facets of the educational structure of school organizational plans, administrative practices, teaching methodologies, technological advances, knowledge of the nature of learning and human development are being carefully scrutinized and re-examined; a diversity of innovations is being implemented in an attempt to bridge the gap between theory and practice and to translate new knowledge into sound, constructive action.[42]

One of the most relevant and most conclusive statements regarding the need for a change in our school program was

---

[41] J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement, (Boston: Allyn and Bacon, Inc., 1968), pp. 259, 310, 311, 408.

[42] Muriel Gerhard, Effective Teaching Strategies with The Behavioral Outcomes Approach. (N. Y.: Parker Publishing Company, Inc., 1971), p. 256.

made by Kenneth E. Webster, in a letter in which he stated:

> As a professional educator you are probably keenly aware of the profound changes that have been taking place in educational administration during the past decade. In this context, we at S.R.C. have found five major areas in which school administrators are continually being examined: (1) The growing effort to implement accountability measure; (2) the call for the assessment of educational institutions; (3) the need to appraise new educational programs, instructional materials, and methods; (4) the drive to develop effective individualized learning programs at all levels; and (5) the public demand for more satisfying communications between the school and community.[43]

C. The Need for Individualized Instruction

In an effort to create the kinds of school organizations which the future mandates, many innovative methods and techniques are being explored, tested, and implemented. One of these is individualization. Dwight W. Allen defines individualization as:

> A type of instruction in which the student engages in activities uniquely appropriate to his learning. This type of instruction promotes independence, provides opportunities for study beyond the regular curriculum, and permits maximum use of instructional resources . . . The goal of individualization is not a tutorial situation, but an appropriate instructional content for each student.[44]

---

[43] Kenneth E. Webster, Success Research Consultants, Inc., Tinley Park, Ill., June 4, 1974.

[44] Dwight W. Allen, "Individualized Instruction." Secondary Schools Today: Readings for Educators, Op. cit., pp. 198-199.

In The American Secondary School Curriculum, the authors state that:

> Although the value of individualizing instruction as a means of providing for individual differences seems obvious, progress toward individualizing instruction in the secondary schools seems, on the whole, to be slow. Thus far most individualized instruction seems to consist only of special projects for the academically talented pupils. If the trend continues, one can expect more individualized programs that are designed to serve pupils of all kinds.[45]

D. The Need for a Quarter System

The majority of our schools in the State of Georgia have adopted the quarter system in one form or another. The Fulton County School System was among the first to adopt a quarter system program. Four-Quarter School Year, Atlanta Public Schools, is a publication written by E. Curtis Henson, about the implementation of the quarter system in the public schools of Atlanta, Georgia. At the time of the writing, the Atlanta School System was in its second year of a four-quarter school program. Preceded by two years of intensive planning and preparation and much time and study, the four-quarter school year is an attempt to provide continuous and relevant educational opportunities to Atlanta's citizens.

---

[45]Leonard H. Clark, Raymond L. Klein, and John B. Burks. The American Secondary School Curriculum. (N. Y.: MacMillan Publishing Company, 1972), p. 95.

According to this publication, some of the obvious advantages of the Atlanta quarter system which pupils enjoyed were the privilege to select courses designed specifically for their academic ability and accomplishments, to select courses more frequently than twice a year, to drop or add courses as needed, and to select from a much wider variety of courses offered. The teachers found many advantages for the pupils but thought the professional staff was being confronted with certain problems which were requiring additional efforts to solve. Textbooks were not designed for the quarter plan. Identifying and acquiring adequate materials required extra work. Although in some cases teachers had only two different preparations a day, they often found themselves having two different preparations the following quarter. Even with these problems, the consensus seemed to be that the program was sound and should be continued. The following questions and answers expressed student and teacher opinion concerning the quarter system:

"How do the pupils feel about the four-quarter program?

> In general, they like the program because of the freedom and flexibility provided and because of the relevance of the new selection of courses."

"Do teachers like the quarter system better than the semester?

> . . . The best evaluation to date seems to indicate that although the teachers are not

> as exuberant as pupils, they still are not willing to return to the old system."[46]

In "Accountability and the Quarter System," Harold H. Punke expresses the belief that:

> Schools are out of step with the real world by retaining the traditional semester organization of the academic year, and should adopt the quarter system to be relevant. . . . Gestures to change the traditional system have included such matters as the 10-month school; summer catch-up; recreation, and some other school use programs; and some vocational activities. Today's increasing emphasis on accountability, however, is certain to involve more systematic analysis of administrative organization as a determiner of returns to the public for the costs entailed.[47]

---

[46] E. Curtis Henson, Four-Quarter School Year, Atlanta Public Schools, (Ga.: Atlanta Board of Education, Publication Center, 1970), p. 22.

[47] Harold H. Punke, "Accountability and the Quarter System," NASSP Bulletin, January, 1974, pp. 57-58.

CHAPTER V

THE STRATEGY

This study will answer some of the questions educators have regarding the BLOC quarter system. It is further expected that the program described in this study, with appropriate modifications for unique situations, is feasible for any high school to adopt as a relevant program for any student.

In the writer's value system, a central problem for educators is that of heightening students' interest in the learning activities to which they are exposed. Once interest in a given learning activity has developed, however, the question arises, "How long will it last?" This study was directed to this problem and a program devised that continues to interest students and fulfill their educational needs. Upon adoption of this process model, the curriculum was improved to better meet the needs of all students.

This study generated new interest, ideas, and morale for the students of this institution. It encouraged teachers and administrators to take a new look at the conventional methods that had gone stale in the classroom and they began to try some type of innovations to benefit the students and help them to improve their copeability.

This model is presented as a potential resource to other administrators who may elect to adopt the BLOC quarter

system, because it is an apt way to use the professional talents of teachers and principals, the potential capacities of learners, the purchasing power of school monies, the resources of committees, and the findings of educational research.

CHAPTER VI

THE DEVELOPMENT OF STRATEGY

At the time of this research, this selected high school was in its sixth year of the BLOC quarter system. Adoption and implementation of this system was preceded by two years of intensive planning and preparation. The implementation of the BLOC quarter system was an attempt to provide continuous and relevant educational opportunities in school.

In an effort to modify the traditional educational structure in this selected high school to meet the changing needs of students, school, and community, studies and investigations were made during the school years 1969-1971, for the purpose of gathering information and ideas which would be of benefit to the school in planning its own program. Administrators, board members, teachers, students, and parents participated in these studies. The need was recognized for a more relevant and up-to-date curriculum with flexibility in course offerings. The facilitation of programs to insure relevance to future, as well as present, needs and objectives in education was desired. In an effort to provide an educational program where in students could experience achievement and success, other school systems were visited to study the various types of quarter systems and to consider their advantages and disadvantages.

The committee that was organized to study the Coffee County Schools' program and curriculum looked at and studied

several types of school programs. They took a long-hard look at the year, or straight nine months, program (called in this study the "traditional" program). The committee did not feel that it was feasible to continue in a program that had not met the needs of the students. The curriculum was not varied and flexible enough to give the students the background experiences they needed to keep pace with the ever-changing society. One big criticism against the traditional program made by the students was that if a student failed a subject he would have to come back for one year to make up the subject. There were not enough enrichment courses offered under this plan. The student was locked in, in that most of the subjects he could take were required. The students and teachers complained that a student had to stay with the same teacher for one year; whereas another type system would give each a change more often. Criticism was found by the committee regarding the time spent on testing. They found that tests were administered every six weeks. This required two days because the student was taking six subjects in most cases, and it was felt that it was too much to ask a student to take six subject tests in one day. The BLOC quarter system tests can be administered in one day because most students only take three subjects.

The committee gave the semester system some consideration; however, after studying this type of program and visiting some school systems that were in the semester system,

they did not think that it would be feasible to implement this type of system because it would not afford the students much more than the nine months or traditional program. Under the semester curriculum plan, courses are offered largely for a full academic year, with one carnegie unit being offered largely for a full academic year. The committee found that in the event a student is unsuccessful in a quarter curriculum offering, only 12 weeks' work is lost, not 18, as under the semester curriculum. This is extremely beneficial in view of the fact that one semester's grade is usually averaged with the other in order to arrive at a year's grade. Poor performance in one semester can offset good performance in the other. For the marginal students, this often means failing a year's work even after performing satisfactorily for one semester. The committee had the best interests of the students in mind and for that reason discarded the idea of the semester system.

The committee visited school systems that had adopted the 55-minute period quarter system. They found one of the better ones in the Valdosta School System. The committee, however, did not favor this type of quarter system because it did not give enough time for individualized instruction. The time for testing would be the same as the traditional program. The student would still be responsible for six books and six preparations each day. Teachers with lab subjects would not have any more time to cover a subject

than they did under the year or semester plan. Teachers complained to the committee that the 55-minute period quarter system would require too many preparations per day, quarter, and year. Also there would be too many test papers to grade. For the reasons stated above, and many more, the committee did not recommend the adoption of the 55-minute period quarter plan.

The committee gave some thought to a 45-minute period quarter system; but did not see any advantage in a 45-minute period because it would not be advantageous to the teacher or the student because the teachers wanted more time with the individual student. This type of system would create many, if not more, of the same problems that the 55-minute period would create. It was the consensus of the committee that there were too many bells ringing and too much moving of students under any of the plans stated above.

The committee visited several schools that were using a type of BLOC quarter system and found that there were several advantages that the 2½-hour time period had that the 45- and 55-minute periods did not have. Some of the advantages are the following: There is more daily time with students in the 2½ hour blocks. The teacher could vary teaching methods in the same class. Teachers have more time to get into "hands-on experiences" in 2½ hours. Students can get more involved in a 2½-hour period. The student is responsible for fewer books and subjects. This

gives more time to prepare for each subject. This type of system does not require so many days for test.

As a result of visits to Lowndes County, Ware County, Bainbridge, Waycross City, Pierce County, and Bacon County, it was determined that the BLOC quarter system was felt to be more advantageous for the students of this selected high school's educational needs than the present traditional program or any of the other plans studied by the committee.

Since it was the recommendation of the committee to change to some form of quarter system, the participant reviewed the available literature through Eric and other sources to find acceptable plans that could be adopted or changed whole or in part for use in Coffee High School.

Kilpatrick saw the schools as changing toward more individual movements and experiences. Swenson, Keys and Trump agreed that flexibility in scheduling and instruction was necessary. Cawelti saw the traditional school as obsolete and that curriculum changes were necessary if achievement, attendance, and behavior were to improve. The Minimum Foundation Program for Education Committee determined that low achievers must be compensated through individualized instruction. This committee also recognized the need for time management to allow for individual instruction and laboratory experiences.

Shockloss suggested combining time periods to form

modules of the desired length of time. The process involved plans, cooperation, and constant evaluation.

Trump and Miller considered two-hour blocks of time in which students and teachers work together in groups, individually, or independently. Gerhard acknowledged that the BLOC quarter system presented a diversity of innovations in an attempt to bridge the gap between theory and practice and to translate new knowledge into sound, constructive action.

Henson found evidences of a movement in Georgia toward the quarter system. The four-quarter system is an attempt to provide continuous and relevant educational opportunities to school patrons.

In Coffee High School the participant borrowed ideas from the school systems the committee visited and from the ideas stated above from the review of literature. The model selected became known as the Better Learning Opportunities for Children (BLOC) Quarter System.

With the assistance of the Okefenokee Curriculum Center Cooperative Educational Services Agency of Waycross, Georgia, as consultants, this selected high school was able to combine methods, techniques, and procedures from all of the studies and observations of the various quarter systems into a quarter system felt to be relevant to this selected high school's need to provide flexible educational opportunities for youth.

In order to accomplish this task, committees and sub-committees were formed to provide in-depth considerations of the problems in the areas of curriculum, guidance and orientation, and personnel. All of the teachers in this selected school in grades ten through twelve participated in the revision of the entire curriculum in terms of behavioral and terminal objectives. The committees, teachers, students, and administrators worked periodically throughout the 1969-1971 school years, with the leadership of school department chairmen and the assistance and guidance of the Cooperative Educational Services Agency (CESA) staff of the Okefenokee Curriculum Center. This quarter system, called the "BLOC" (Better Learning Opportunities for Children) quarter system, was adopted in May, 1972, by the Coffee County Board of Education and was implemented in this selected high school in September, 1972. Prior to its implementation, the objectives and outlines prepared by the faculty of this school with grades ten through twelve, were edited and assembled by school personnel, and completed projects furnished to all teachers in the fall of 1972 for their utilization in teaching and planning for the 1972-1973 school year. Another important area which required considerable planning was designing non-sequential courses which made possible greater flexibility in scheduling. As the need arose, curriculum course offerings were revised, up-dated, and added to the curriculum.

The instruments that were used to provide for the collection of data were achievement tests, dropout records, attendance records, and discipline reports.

CHAPTER VII

THE PROCEDURE FOR IMPLEMENTING THE BLOC QUARTER SYSTEM

A. The Purpose

For years the educators of the Coffee County School System had continued to seek and implement the very best programs for their students. The BLOC (Better Learning Opportunities for Children) quarter system is another innovation that the educators, students, and parents felt would be a solution to the many problems in school, such as high failure rate, dropout rate, and the loss of interest in the traditional program on the part of students and teachers. A long, hard look was given to the poor attitude of both teachers and students toward school, attendance rate, dropout rate, and the achievement rate. It was found that many of the dropouts were really pushouts.

When this selected high school was integrated, the teachers were constantly prevailed upon to individualize their instruction. The teachers however, continued to come back with the truth of the matter and say, "How can we individualize when we have thirty students per class and only fifty-five minutes to teach?" "How can we take time out for each student after we have made an assignment, and explain the assignment, and go over previous assignments? We would not have a minute left for each student."

Another look was taken at the short span of time the teacher really had to teach the students, and it was found that individualized instructions were impossible under the traditional program; therefore, it was felt that a new approach was needed.

B. The Procedure

A committee of parents, teachers, administrators, board members, and the superintendent visited several school systems who had implemented new programs. The committee visited Waycross City System, Bacon County School System, Lowndes County School System, and Pierce County School System. People from Lowndes County School System were asked to come and explain their program, which was a one-hour quarter system, to a larger group of interested parents, educators, business people, and students. People from the Waycross City System were also asked to come to explain their program to the same group of people. This system has the BLOC quarter system. It was the consensus of opinion of all of these interested people that the Waycross City System's program, with some revision, would better meet the needs of the students in this selected high school.

First, the County School Board adopted the program and voted to provide the necessary funds to implement the program.

Second, committees were selected to help with the planning and with revising the curriculum. A steering committee of parents, students, educators, and business people was selected to help guide and give advice. A student committee was selected to work with the student body and with other committees. A curriculum committee was selected to guide in the writing of a new curriculum. A principal's committee was selected from the student body, faculty, administration, board members, and business people of the city, to give help and to advise. A public relations' committee was selected. This committee's personnel were to serve as liaison people in the community. Other committees were organized as the need arose.

Third, students were given a list of subjects that are required by the Georgia State Board of Education, and they were asked to add courses that they felt would be profitable to them and would better prepare them for the future. Parents were asked to give advice to the curriculum committee regarding subjects that they felt were essential to their children. A list was compiled and given to the curriculum committee to study.

Fourth, the curriculum committee, with advice from the other committees, compiled a list of subjects from the total list turned in by students and parents. Teachers were released by departments to study ways and methods for

writing the new curriculum guides. After having been taught how to write instructional objectives, they wrote the new guides, set to behavioral or instructional objectives. This study, and the writing of new curriculum guides, was done over a period of two years.

Fifth, a list of the subjects was given to the students for their selection for pre-registration. Then the count of their selections was taken from the pre-registration forms (Sample No. 1 in the Appendix), and a master schedule (Sample No. 2 in the Appendix) was made.

Sixth, the teachers were given in-service training by the counselors on how to schedule students. The students who were to take English the first quarter received a white schedule form (Sample No. 3 in the Appendix). This meant that these students would take their social studies the second quarter and math the third quarter. This was done for the 10th and 11th grade students only. The students who were to take their English the second quarter received a green schedule form (Sample No. 4 in the Appendix). They would take their math or science the first quarter and social studies the third quarter. The students who were to take their English the third quarter received a yellow schedule form (Sample No. 5 in the Appendix), and would take their math or science the second quarter and their social studies the first quarter.

After orientation, teachers were given time during homeroom periods to instruct the students on the proper procedure to follow during registration.

Each student was given a copy of the master schedule, a registration form, and a copy of Instructions to Students for Registration (Sample No. 6 in the Appendix). The instructions included things a student should know prior to registration, a list of materials which should be taken to registration, and detailed steps for the procedure of registration.

Sixth, two mornings were set aside to schedule students. The seniors were registered the first morning, and when they were finished, the juniors were registered. The second morning the sophomores were registered.

The following procedure was used in registering: Departments were assigned specific spaces along three walls of the gym. (See Chart No. 1 in the Appendix) Each department chairman was responsible for placing enough tables in the assigned space to seat the department's teachers. Each chairman was also responsible for making masking tape guide lines on the floor of the gym, so that students would stay in the lanes as they approached the teachers seated at the tables. Each teacher was responsible for making a large poster, listing the subjects he would be teaching, and for mounting it high on the wall behind his assigned place at a table. Each teacher was given class roll forms

(Sample No. 7 in Appendix), and was responsible for enrolling students at the correct period and quarter for the subjects he would be teaching.

A teacher initialed the student's registration form in ink under the Add column when he enrolled a student. If the student found it necessary to drop a subject, the student requested the teacher to remove his name from the roll and initial the Drop column on the registration form, to show the next teacher that the student was free to register for another class at that period.

On the designated registration morning, students went to the gym, where they remained quietly seated on the bleachers until they were called alphabetically to register. After a student finished registering, he went to one of the counselors to have his schedule checked for accuracy. If his schedule was correct, the counselor kept the completed schedule and the student returned to the bleachers.

Seventh, these schedules, made out by the students, were typed on permanent schedules by secretaries during the summer months, and homeroom rolls were made up and posted on bulletin boards during pre-planning. Most of the students came to the school during pre-planning to see whose homeroom they were in.

The first day of school, during an extended homeroom, the students' schedules were given to them. This schedule

included the subjects for the three quarters.

C. Recommended Policies for Implementing the BLOC Quarter System

1. Requirements for Graduation:

Because of the change from a six-period day to the quarter system and because of many curriculum additions and modifications, several revisions have been made in graduation requirements. The revised requirements for graduation will meet the criteria of the State Board of Education and accreditation agencies.

a. Students graduating from Coffee County Schools must meet the following unit requirements (Effective 1975-1976):

Year of Graduation	Number of Units Required
1972-73	18 units
1973-74	21 units
1974-75	23 units
1975-76 and thereafter	27 units

b. Effective 1974-1975, all graduates should have completed the following course requirements:

English	4 units
Math	3 units

Science	3 units (1 must be Biology)
Social Science	4 units (1 must be U. S. History)
P. E. or Band	2 units

2. Early Graduation:

   a. The primary purpose of the quarter system is to provide students an opportunity for more educational experiences while in school. It is not to provide them an opportunity for early graduation. This is secondary in importance at the most.

   b. Effective the 1973-1974 school year, early graduation during the senior year will be allowed only under the following exceptions:

      1. Immediate entrance in post high school training and/or education: A letter of acceptance for immediate entrance (from the institution where the student plans to enroll), along with a letter of permission from the parent or guardian, is necessary before this exception may be allowed.

      2. Extreme providential reasons: Only problems of extreme nature and background will be considered in this exception. The parent must present a letter of explanation as to why the student is needed for family support before this exception will be considered.

      3. Fifth year senior: Students who are in their fifth year of high school will be allowed to graduate early

after successful completion of their requirements for graduation.

c. Students must spend a minimum of eleven regular term quarters as a full-time student in high school (grades 9-12) before being eligible for graduation. Regular term quarters are defined as the three quarters beginning in September and ending in June of each school year. This means that a student may not graduate any earlier even though he/she attends summer school during any of the first three years. We do not however, say that credit will not be given for summer school work. (Effective 1972-73).

d. Credit toward graduation will be given only for courses completed in grades 9-12. (Effective 1972-73).

e. Seniors enrolled at least half time in high school and who meet the required criteria may be jointly enrolled in South Georgia College or one of the Area Vocational-Technical Schools. (Effective 1972-73).

f. Unit Credit:

All courses scheduled in a two and one half hour time block will carry full unit value. Those courses scheduled in a one and one-quarter hour time block

will carry one-half unit value. (Effective 1972-73).

g. Courses Requiring Two Quarters for Completion:

Students may, upon approval of the principal or counselor, be permitted to terminate these courses after one quarter and receive one-half unit credit. Students should realize that this will be reflected on the permanent record and post high school training institutions and/or employers will be aware of this situation. (Effective 1972-73).

h. Teacher Assistant Credit:

Three units of credit may be earned by students serving as teacher assistants toward minimum unit requirements for graduation. A student however, may receive additional credit if he/she goes beyond the minimum required units. (Effective 1972-73).

i. Class Absences:

No more than five absences will be allowed during any quarter if a student is to receive credit. Only in cases of extreme providential reasons may more than five absences be permitted, and then these cases must be reviewed by the principal of the school and/or a committee designated by him. In case of a committee, the principal will serve as chairman. Students and teachers concerned shall be notified when students have missed the allowed five days. (Effective 1974-75).

j. Transfer Students:

The principal and the counselor will be responsible for evaluating transcripts of students transferring into the school between grades nine and twelve

and will be responsible for making the necessary adjustments enabling the student to graduate under a combined plan of the school previously attended and the school now being attended. (Effective 1972-73). (See Appendix, p. 108-109).

D. Proposed Learning Time - Line for the BLOC Quarter System

Modules	What	How	Who
30 min.	Organizing Motivating Initiating	Lecturing Demonstrating Discussing Diagnosing	Teacher Centered
Transition	Change of Pace Break		
30 min.	Identifying Resourcing Organizing		Student Centered
30 min.	Experimenting Discussing	LSLD*	(small groups or individuals)
	Change of Pace Break		
30 min.	Evaluating Prescribing	Discussing Monitoring Testing Resourcing Revising	Teacher Centered
	Change of Pace Break		
30 min.	Independent Study and/ or Supervised Study	Programming Self-directing Enriching Interesting Reviewing Reinforcing Drilling 1 to 1 instructing	Student Centered

150 minutes

*LSLD - LET STUDENTS LEARN BY DOING

BLOC - BETTER LEARNING OPPORTUNITIES FOR CHILDREN

E. Advantages of the Quarter System

1. Curriculum Improvement

If the quarter system offered no other advantage beyond a thorough revision of curriculum for the involved school system, many students, parents, and school personnel would still consider the change a worthy one. In fact, according to Dr. Paul Ivey, who is a consultant for Georgia's State Department of Education, if there is no real revision of the curriculum we might as well throw the whole quarter system plan out of the window. Much of the present high frustration quotient of students, parents, and concerned teachers has arisen because of the inadequacy of the present system. So it would seem that curriculum revision is a must. Once this revision is accomplished and put into practice, we can expect certain other advantages of the quarter system to follow almost automatically.

To begin with, a revision of the curriculum offers an opportunity to get rid of much deadwood in subject matter no longer suitable and materials and methods out of date or ineffective. This alone can make the whole classroom climate seem to the student more relevant to him and to his activities.

As sections or portions of the old curriculum

are removed, new quarter courses of survey or in depth type may be introduced to extend and enrich the course of study. The introduction of an estimated 70 percent of the non-sequential courses, and the possibility of rescheduling at the end of every quarter, should not only provide flexibility but a means also of keeping a more up-dated curriculum. The more flexible curriculum should also eliminate many of the problems associated with ability grouping of students.

The new provision of a summer quarter of the same integrity of quality as any other quarter will have certain direct advantages to the curriculum. Resource people and materials not available at other times of the year can now be called into service. Remedial courses can be so planned as to be available the summer before failure occurs to a student, thus reducing the likelihood of failure. Art, music, science, home economics, physical education, and other disciplines can schedule certain courses more easily in summer than in other quarters of the year. For the summer quarter in particular, there is a possibility for mini, or 2.5 hour, courses to expose students to a wider range of interests or in depth studies or to accommodate family plans. An

example might be a mini-course in industrial arts especially for students taking physics, a mini-course in photography for camera enthusiastics, a course in outdoor entertaining for home economics students, or a course in marine biology for science students. The list is endless, limited only by staff and student interest.

The BLOC quarter system facilitates curriculum revision. This program is not text oriented.

2. Individualization of Student Program

One advantage to the student in the quarter system would be a better selection of courses. College bound students could broaden and deepen their education by choosing additional and more meaningful courses. The quarter system could familiarize students with college type procedures and credit hours. In-depth experiences could be offered by choice to all students helping them to move more rapidly toward vocational goals and family life.

The student has a greater choice of enrichment subjects, and more opportunities to take advanced courses because of the extra courses offered.

Another advantage might be flexibility of

scheduling, which should be less frustrating to teachers and students when a student enters school in the middle of the year.

The student may complete his work during any quarter. This works well for the student who has to be out of school a quarter or one who has dropped out and decides to re-enter. He would not have to go the entire school year if he only needed a few units.

More individualized scheduling for all students should provide some courses where each student can feel successful.

The elimination of grouping complexes that have developed in recent years, especially among our basic students, could be accomplished by allowing the student to choose and still retain his self-respect.

Hopefully, another advantage would be an increase in student challange through closer correlation with the student's interest and attention span.

Reduction of the failure complex, by giving the student an opportunity to change courses that are too difficult, is another advantage.

College entrance would be greater because students would be graduating at different times of

the year. A student who is in the upper academic bracket may go to college earlier under the BLOC quarter system.

Students could have the opportunity to graduate earlier, if they are more mature or are ready to assume family responsibilities.

The student has more chance for employment under the quarter system because he can complete his requirements and graduate one quarter earlier, when the employment field is not so competitive.

Better job opportunities would be an advantage on a year-round basis.

Another advantage is to give students a voice in setting up the curriculum.

The courses are designed, and schedules tailored, for the student.

A possible advantage would be that this new system would raise the achievement level of the student.

The changing of courses three or four times a year, instead of one, creates and maintains a higher interest level.

The quarter plan could do much to lessen fatigue and monotony for the student. The student's interest is maintained better under the quarter system because of the extra course offerings, frequent changing

of subjects and teachers, etc. A new face, a new personality, a new course presented in a unique way, could give the student a first of September every twelve weeks.

The student gets more individualized instruction under this program because the BLOC quarter system provides more time in each subject.

The program is geared to better suit the individual's interests.

This system, by providing longer blocks of time, allows more individual attention to be given to each student.

Taking fewer subjects for longer periods of time, the student will not have to study so many subjects at one time; therefore, he can concentrate more on the fewer subjects.

The student, in most cases, will not have to take care of more than two books.

The time schedule permits broad workshop-laboratory involvement in each subject.

The student can learn better at his own pace under the BLOC quarter system.

The curriculum is redesigned to meet the individual needs, abilities, and potentials of the students.

3. Dropouts and Failures

The quarter system offers definite advantages for the dropout. We tend to think of a dropout as one who does not wish to further his education after he reaches age 16; but there are those who are forced to leave school because of illness or an accident. The quarter system, therefore, would lessen the penalty for this student who may have to leave school temporarily. Rather than waiting a semester or a full year to return to school, and possibly becoming a permanent dropout, this student may re-enter in a few short weeks and continue with his classmates.

The BLOC quarter system has the potentials for reducing the dropout rate. Some students who have problems may be encouraged to stay and finish a quarter or drop out one quarter and re-enter again. There would be a great reduction in the percentage of student dropouts. If the student could possibly be deterred for a quarter and his temporary dissatisfaction could be resolved, he could be saved from the dropout situation. For the student who may wish to finish school early to join the labor market, to marry, or for other personal reasons, the quarter system could be advantageous.

The quarter system could relieve pressure for the slow learner by enabling him to spread the more difficult courses over three quarters rather than one year.

The quarter system could also reduce the number of social promotions without an adverse effect on other students. If a student failed, he could substitute a course that he could pass. The promotion would be based on a passing grade rather than social status.

There would be a great reduction in the percentage of failures; the rationale for this would be the advantages previously outlined for the student.

The student has a greater choice of subjects under the quarter system because each teacher can teach one more subject each year.

It a student fails and is in his fifth year, he does not have to go to school 180 days, as he would under the traditional program, but may finish in one quarter or 60 days.

The student who fails does not lose 180 days--only 60--and he has an opportunity to make the subject up during the following quarter.

4. Advantages for Teachers

In considering the advantages offered to the

teacher in the quarter system, the increase in teacher incentive would be very important. When a teacher realizes that she or he will have only twelve weeks to work with a given group of students, she or he is more likely to have a strong desire to fill every minute to the very best use. There will be no time to waste.

This will provide an opportunity for four quarters of work if this is desired. While no teacher will be required to teach all four quarters, for financial reasons many teachers feel it is necessary to work all year. This would provide work for the entire year without leaving the profession.

The opportunity for full-time employment has brought a number of men back into the teaching profession.

This system would provide an opportunity to work out sabbatical leaves on a systematic basis.

Many teachers would like to apply for grants and fellowships which require more time than a summer vacation allows. This would make this possible.

In some classes (especially EMR, CVAE, Art,

etc.), when it takes 30-40 minutes to get students settled, the 2½ hour block gives teachers much more time to actually teach than the 55 minute block.

There would be better use of teacher talents. Some teachers have a great interest in special areas, and some have talents which could be shared with more students.

There is the possibility of short courses within a quarter. For girls, perhaps Christmas decorations, flower arranging, decoupage; for others, perhaps a very brief course in photography, sewing, and cooking would be possible.

The quarter system would break the monotomy and lessen fatigue for the teacher. Many times the ability level, and sometimes the behavior of a group, can make a class a very depressing experience for a teacher. With only twelve weeks to "endure" these situations, the writer feels that a teacher will work harder to provide meaningful experiences for the group.

The teachers and students can change pace each quarter by teachers not having the same students and students not having the same teachers.

The lessening of discipline problems will be

another advantage to the teacher. Many times when students realize there is no chance to pass a course, this apparently is used as a time to misbehave, disrupt the class, and annoy the teacher. There would be less opportunity for this to take place.

Teaching fewer subjects for longer periods of time will necessitate the teacher making fewer class preparations.

The teacher will not have to grade so many papers because he would be teaching fewer subjects per quarter.

The teacher will not have as many students per day, teaching only two or three subjects; whereas, under the traditional system he would have five subjects.

The teacher can, with only two subjects to teach per day, spend more time in preparation.

If for some reason a teacher has to drop out due to sickness or other problems, he might be able to finish a quarter; and the replacement would have a new group of students the next quarter. The students would suffer with a change of teachers under the traditional system.

In case the new teacher does not find himself the first quarter, he has an opportunity to redeem

himself the next quarter. Many of our younger teachers do not get good rapport the first year under the traditional program. He can make the change and redeem himself in one quarter under this program.

The BLOC quarter system, with its longer periods of teaching time, will force teachers to change their methods of teaching, and to utilize a variety of methods and strategies in their classrooms.

The teacher has more time to become acquainted with his students, and the students with their teacher during the longer time blocks in this program.

The longer time blocks in subjects allows the teacher to assign more individual, independent, and supervised study.

The teacher can get the students involved easier in the BLOC quarter system by using a variety of learning processes.

The teacher can assign more effective homework, because the student will have assignments in only two or three subjects.

5. Facility and Seasonal Advantages When the Fourth Quarter is Adopted

The most important advantage in the four-quarter system is to relieve overcrowded classrooms.

With a smaller number of students in a classroom, more can be accomplished in this type of environment. In time, this will reduce the teacher-pupil ratio. It will also help eliminate some of our present discipline problems. When we have a smaller number of students in a classroom, the teacher can do more for individuals who are slower than others or who need special help. The class can also have special activities, such as field trips, to enrich a class. This may not be possible with a large number of students.

Overcrowded buses is a problem with our transportation system. Relieving overcrowded school buses will ensure safety and give comfort to the student. The four-quarter system will also cut the cost on the depreciation of school buses for an unused summer.

During a four-quarter system, the school facilities will be available without additional cost. The buildings will be used year round, eliminating upkeep of empty buildings during the summer months. Operational costs for a twelve-month school year would not amount to much more than that of a nine-month school year. With this system continuing during the summer months, fans would suffice until air-

conditioning is made available. The rise in temperature is no greater in June and July than it is in May and August; therefore, the students would not be experiencing a drastic change in conditions. Some libraries and most of the trailers now being used are air-conditioned.

The summer quarter will offer advantages not only in special activities but in enrichment of the curriculum as well. Swimming, skiing, and water safety are good examples of activities which could be offered. Courses in biology, such as entomology and botany, reach their highest forms of specimen life during these months.

The expansion of sports to a four-quarter system will give a well-rounded program. It would no longer crowd golf, tennis, track, baseball, and spring football practice into the final stages of a nine-month program. A student would have more opportunity to come in contact with, and participate in, a greater variety of sports.

Usually with the end of a nine-month program, summer jobs are filled by those lucky enough to receive positions. With the installing of a four-quarter system, a spread of the student-labor force would occur. The student-labor force would cover

four quarters instead of one, giving almost everyone the chance to work during the quarter he is not in school. Teachers may either work or continue their education during their quarter off.

With all of these advantages to the school system, there are still social advantages favoring the four-quarter system. Families could take seasonal vacations, perhaps to Maine to ski or to Florida to sun. Whichever season the family wishes to choose concerning vacations, it would be possible under the quarter system. Also, with school being attended during the summer months, the social problems of juvenile delinquency and vandalism could be reduced.

6. Other Advantages

Class field trips are more advantageous. The BLOC quarter system affords more time to make the trip and more time to explore while on the trip. This system, with the 2½ hour block time, helps to get the students back to their other classes. The field trip therefore is more successful and more effective.

The County can save money because each teacher can teach one more subject each year. Also, the system saves textbook money because the same textbooks can be used, and the County will not have to

purchase as many books.

Because there are only two or three subjects to be tested, the test can be administered in one day rather than in two or three under the traditional system.

This program provides a better learning opportunity for the students.

CHAPTER VIII

EVALUATION

This study sought to determine whether the process model program did cause any significant differences between the traditional and the BLOC quarter system in the following ares: Scores in academic subjects, restrictive curriculum choices, dropout rate, daily attendance, disciplinary infractions, laboratory time and time devoted to individualized instruction.

Process Objective Number 1

As a result of the practicum, a system of implementing the BLOC quarter system will be developed and submitted to the schools or school system (N = 8), by March 1979, that have expressed a need for quidance in developing the implementing this type of quarter system, as evidenced by a certified statement of receipt.

This objective will be met upon the approval of this report by the officials of the NOVA University. This will be done by mailing a copy "How to Implement the BLOC Quarter System" to each school or school system making a request (see Letters of Request pages 133-151).

Terminal Objective Number I

As a result of this practicum, there will be a significant increase at the .05 level in the test scores in English and math of a random sample of students in the BLOC quarter system as compared with the traditional full year program.

in the selected high school, by June 30, 1978, as measured by Standardized Achievement Tests.

The comparison was made between the 1970-1971 traditional system school year and the 1974-1975 BLOC quarter system school year in language arts and math. In each case the eleventh grade students were tested with the "Comprehensive Tests of Basic Skills" (CTBS). The students who were chosen to measure this objective were those students who had made a gain on the tests.

Table number 1 reveals that students under the new BLOC quarter system far exceeded the students under the traditional system in total gains. While only fifty-eight of 377 (15.38%) of the traditional program students gained in achievement, ninety-two of 325 (or 28,31%) gained under the new BLOC quarter system. Not only did almost twice of the percentage of students show gains but the ninety-two students averaged gains of 8.9 months per student while the fifty-two students gaining in the old program showed gains of only 8.4 months per student. These statistics reveal that the new program reached more students and had a greater impact upon the amount gained in achievement. Moreover, one may refer to table 2 and discern the impact made in four distinct IQ ranges, while the traditional program recorded the greatest percentage of gain in the higher range (103-117), the new BLOC system was far more effective in reaching students in the

Table No. I

Comparison of Percentages

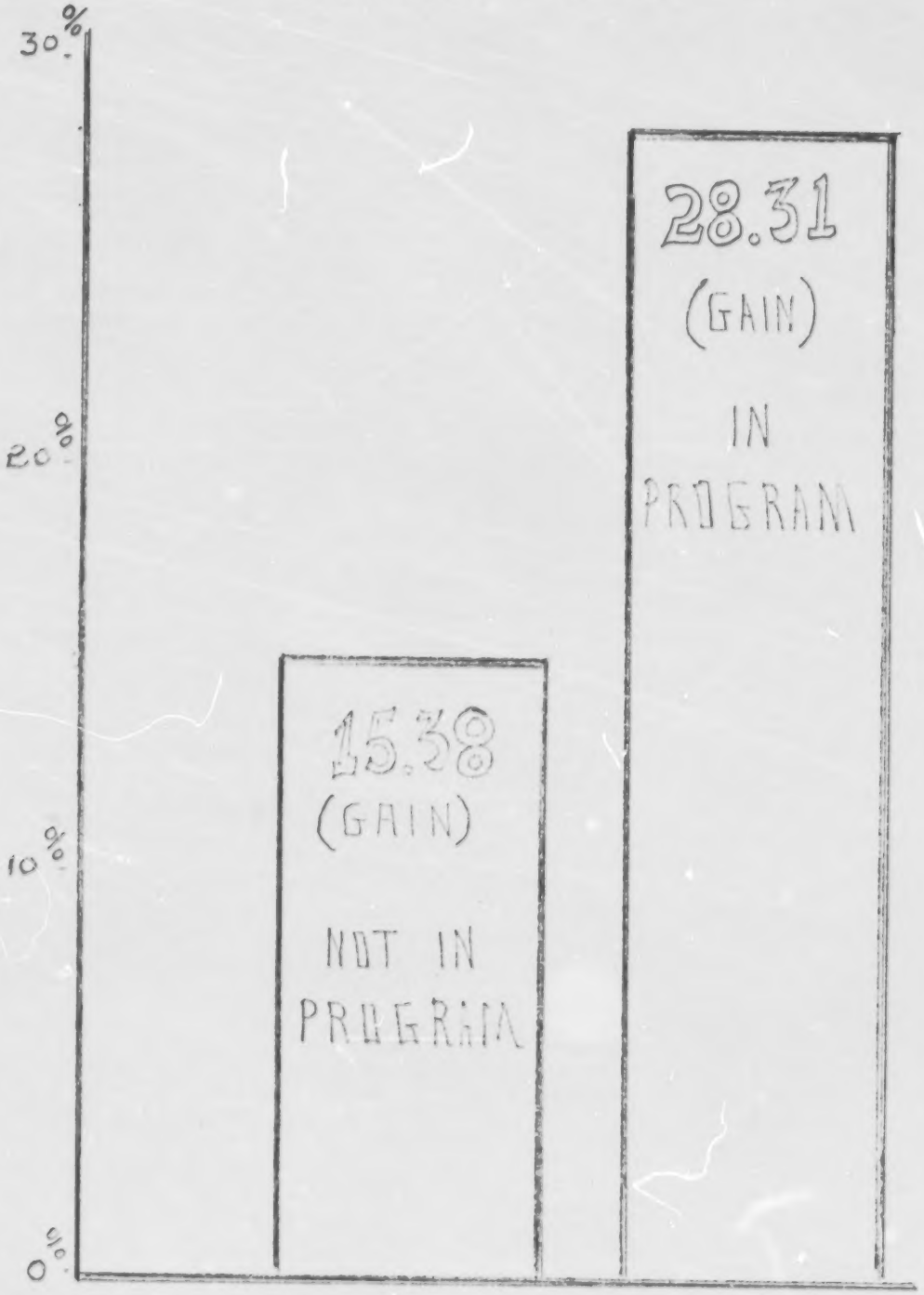
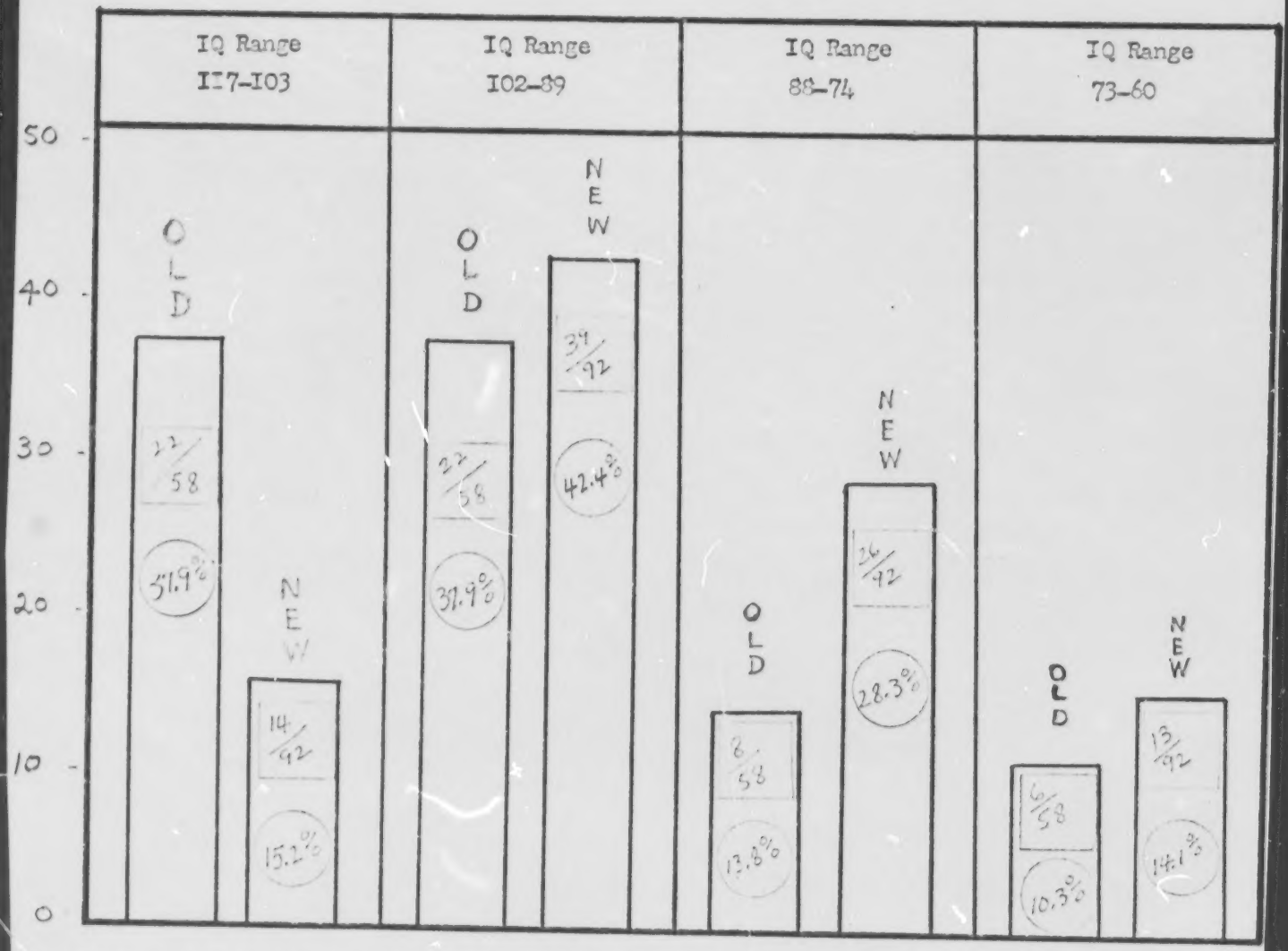


Table No. 2

Numbers and Percentages of Gains Per New Program (BLCC)

Vs. Gains Per Old Program (Traditional)



Test used: Comprehensive Test of Basic Skills (CTBS)

Grade Tested: Eleventh

next three IQ strata. It is hypothesized strongly that the upper stratum students would make normal gains due solely to their higher IQ's while the more deprived and lower IQ students would benefit only from the structure of an effective instructional program (see table 2 for figures and percentages in lower IQ Students).

Terminal Objective Number 2

As a result of this practicum, there will be a 20 percent increase in number of courses offered under the BLOC quarter system as compared with the traditional system, in the selected high school, by June 30, 1978, as evidenced by the courses listed on the master schedule under each system.

This objective was met. To meet this objective the number of subjects thirty-six teachers (this was the number of teachers allocated by the Coffee County School System to each system) could teach under the BLOC quarter system versus the same teachers could teach under the traditional system were added and the percentage recorded. (See pages 117 and pages 123 for the master schedule of each system).

Thirty-six teachers under the traditional system could teach five subjects each per day for 180 days making 180 subjects per year. WHile the same thirty-six teachers could each teach two 150 minutes courses per day, or four seventy-five minute courses per day for sixty days, or one quarter. In three quarters each teacher could teach six courses of 150 minutes each or twelve courses of seventy-five minutes each. Each teacher under the BLOC quarter system could teach

one 150 minute course or two seventy-five minute courses more than they could under the traditional system.

Table I shows the results to be an increase of twenty percent more subjects offered under the BLOC quarter system than there was under the traditional system.

TABLE I

BLOC VS TRADITIONAL TEACHER LOAD

	Number of Teachers		Number of Subjects	Total Subjects
Traditional System	36	X	5	180
BLOC System	36	X	6	216
Net gain of subjects under BLOC System				36
Net percentage gain under BLOC system				20

Each student had 144 (150 minute) courses, or 288 minute) courses he could choose from during his four years of high school under the BLOC quarter system that he did not have under the traditional system. Some of the subjects offered under the BLOC quarter system that was not offered under the traditional system are listed below:

World of Work	Wild Life	Outdoor Education
Drama Acting	Forestry	Physical Science
Drama Reading	How to Study	Reading for Fun
Laboratory Techniques	Designs	Research Paper
Man and His Environment	A to Zeus	Sewing for FUN

Anatomy and Physiology	Advanced Math	Motorcycle Safety
Miniority Groups in America	Bacteriology	Consumer Economics
Vacobulary Building	Creative Writing	Teen and Law
Wild Life Ecology	Teenager	
Food Selection-Preparation-Service		Developmental Reading
Vocational-Occupational Training		20th Century America
Decoration-Home Improvement		Bible as Literature

Terminal Objective Number 3

As a results of this practicum, there will be a decrease in the dropout rate by 2 percent, in the selected high school with the BLOC quarter system as compared with the traditional system, by June 30, 1978, as evidenced by the Principal's Annual Report.

The writer compared the first three months of the 1971 school term under the traditional system with the first three months of the 1972 and the 1977 school terms under the BLOC quarter system. There was an overall two percent decrease in dropouts under the BLOC quarter system. The Objective, therefore was met. The results of the findings are revealed as shown in tables 1, 2, and 3 below.

TABLE I

STUDENT DROPOUT REPORT

(Three Months' Period)

Traditional Year - 1971

Average number on Roll		1st Month	2nd Month	3rd Month
904	Enrollment:	918	909	885

Total Number of Dropouts				
40	No. Of Dropouts	10	20	10
Percentage of Dropouts		1.09%	2.20%	1.13%

Percentage of enrollment dropping out during first three months of traditional year: 4.42%

TABLE 2-3

STUDENT DROPOUT REPORT

(Three Months' Period)

Quarter System Year - 1972

Average number on Roll		1st Month	2nd Month	3rd Month
932	Enrollment:	943	927	928
Total Number of Dropouts	No. of Dropouts:	7	10	4
Percentage Of Dropouts		.7	1.1	.4

Percentage of enrollment dropping out during the first three months of quarter system year: 2.2%

Quarter System Year - 1977

Average Number On Roll		1st Month	2nd Month	3rd Month
918	Enrollment:	930	920	904

Total No. of Dropouts		1st Month	2nd Month	3rd Month
23	No. of Dropouts:	7	9	7
	Percentage of Dropouts	.7	1.0	.8

Percentage of enrollment dropping out during first three months of quarter system: 2.5%

The net percentage decrease in dropouts between the traditional and the BLOC system of the 1971 traditional year and the 1972 BLOC year was 2.22%.

Terminal Objective No. 4

As a result of this practicum, there will be a 2 percent increase in the average daily attendance, in the selected high school, with the BLOC quarter system as compared with the traditional full year program, by June 30, 1978, as evidenced by the Principal's Annual Report.

This objective was met. The writer, therefore, feels that there would have been a greater increase in attendance under the BLOC system had it not been for factors adversely influencing attendance. For instance, during the 1977-1978 school term, the writer found that the County Absentee Policy was so written (see County Policy on Page 60) that the students read into the policy that they had five days that they could stay out of school and still receive credit for their courses. Many students, therefore, were absent five days each quarter, thinking that they had five days per quarter coming to them.

The following table will show an increase during the quarter system of 2.01 percent above the traditional system for the school term 1972, and 0.56 percent increase between the two quarter periods compared. There was an increase of 2.57 percent between the 1971 traditional system and the 1977 quarter school system.

The writer was of the opinion that this was one of the more important objectives because teachers are earned on the average daily attendance by the schools in the State of Georgia.

STUDENT ATTENDANCE REPORT

(Three Months' Period)

Traditional Year - 1971

Total Days Attended		1st Month	2nd Month	3rd Month
49,546	Days Attended:	16,905	16,458	16,183
Total Days Absent				
3,152	Days Absent:	929	1,157	1,066
Percent Attendance		94.79%	93.43%	93.81%

Percent attendance for the first three months of traditional year: 94.01%

Quarter System Year - 1972

Total Days Attended		1st Month	2nd Month	3rd Month
52,425	Days Attended:	17,958	17,391	17,076
Total Days Absent				
2,167	Days Absent:	713	756	798
Percent Attendance		96.69%	95.83%	95.53%

Percent attendance for the first three months of quarter system year: 96.02%

Quarter System Year - 1977

Total Days Attended		1st Month	2nd Month	3rd Month
52,272	Days Attended:	17,699	17,404	17,169
Total Days Absent				
1,849	Days Absent:	547	638	664
Percent Attendance		97.00%	96.46%	96.28%

Percent attendance for first three months of quarter system year: 96.58%

Change in percent attendance from 1971 to 1972: 2.01% +

Change in percent attendance from 1972 to 1977: .57% +

Change in percent attendance from 1971 to 1977: 2.57% +

Terminal Objective No. 5

As a result of this practicum, there will be a 20 percent

decrease in the frequency and type of disciplinary action required by the school in the BLOC quarter system program as compared with the traditional full year program in the selected high school by June 30, 1978, as measured by the disciplinary action reports.

This objective was met because there was a decrease in incidents of 168 in favor of the quarter system between the 1971 and the 1972 year, and a decrease of 197 incidents between the 1971 traditional year and the 1977 quarter system. There was a 63 percent decrease of incidents between the first three months of the traditional year system (1971) and the first three months of the quarter system (1972); and a 58 percent decrease between the first three months of the traditional (1971) year system and the first three months of the 1977 quarter system in favor of the quarter system.

The following is a list of infractions divided into major and minor catagories:

DISCIPLINARY INFRACTIONS

I. Major Infractions (requiring long-term suspension) with Legal Implications:

   A. Possessing Dangerous Weapons

   B. Possessing Drugs or Alcohol

   C. Possessing Fire Works

   D. Stealing

   E. Fighting

II. Major Infractions (requiring short-term suspension);

   A. Destroying School Property

B. Classroom Disturbance

C. Disobeying Teacher

D. Skipping School

III. Minor Infractions (requiring some type discipline):

A. Late for Class

B. Tardy to School

C. Skipping Classes

D. Throwing items

E. Cheating

F. Familiarity with Opposite Sex

G. Breaking in Lunch Line

IV. Petty Infractions (requiring a reprimand)

A. Breaking Smoking Rules

B. Loitering in Restricted Areas

C. Profanity

D. Involving Dress Code

Table I below shows the number of times each school policy was broken by the students. A comparison was made between the first three months of the 1971 traditional and the 1972 and 1977 quarter system school terms.

TABLE I

COMPARISON OF SCHOOL POLICY INCIDENTS

Incidents	Traditional 1971	Quarter 1972	Quarter 1977
Fighting	20	31	16

Incidents	Traditional	Quarter	
	1971	1972	1977
Skipping School	77	18	42
Late for Class	62	0	34
Tardy to school	106	11	10
Skipping Classes	38	46	22
Loitering in Restricted Areas	1	5	16
Possessing Fire Works	3	1	0
Possessing Dangerous Weapons	0	2	1
Possessing drugs and alcohol	3	0	0
Involving Dress Code	7	2	4
Breaking Smoking Rule:	0	37	17
Throwing Items	2	16	4
Stealing	5	2	1
Cheating	7	9	0
Familiarity with Opposite Sex	9	4	10
Classroom Disturbance	82	92	60
Profanity	15	6	15
Disobeying Teacher	43	13	17
Breaking in Lunch Line	4	10	11
Destroying School Property	4	5	1
TOTAL	478	310	381

Agerage No. of students, 1971 : 904 (Traditional System)

Average No. of students, 1972: 932 (Quarter System)

Average No. of Students, 1977: 918 (Quarter System)

The preceding data in the Comparison of School Policy Incidents, 1971, 1972, and 1977, has been statistically compiled on a percentage basis in tables following the brief analyses below:

Table 2 illustrates the mean number of offenses that occurred during the years 1971, 1972, and 1977. The total mean or average number of offenses for the three periods was found to be 356.28. Using this average as a basis, the percentages for each offense committed was found for the three periods, 1971, 1972, and 1977. Since the number of offenses would fluctuate according to the student body, an average was found for the number of students enrolled during the 1971, 1972 and 1977 school years (see table 3).

TABLE 2

TABLE OF AVERAGE OFFENSES

1971, 1972, 1977

Offenses	Average Number	Percentage
Fighting	22.33	6.26%
Skipping School	45.66	12.81%
Late for Class	32.00	8.87%
Tardy to School	42.33	11.87%
Skipping Classes	32.00	8.98%
Loitering in Restricted Areas	7.33	2.05%
Possessing Fire Works	1.33	.37%
Possessing Dangerous Weapons	1.00	.28%
Possessing Drugs or Alcohol	1.00	.28%
Involving Dress Code	4.33	1.21%
Breaking Smoking Rules	18.00	5.05%
Throwing Items	7.33	2.05%
Stealing	2.66	.74%
Cheating	5.33	1.49%
Familiarity with Opposite Sex	7.66	2.14%
Classroom Disturbance	78.00	21.88%
Profanity	12.00	3.36%
Disobeying Teacher	24.00	6.82%
Breaking in Lunch Line	8.33	2.33%
Destroying School Property	3.33	.93%
Total average	356.28	99.77%

Average No. of offenses: 356.28
Average population of student body: 918 for the three periods, 1971, 1972, and 1977, used in this study.

Offense	Traditional 1971	Quarter 1972	Quarter 1977	Average Qtr. Total 1972-1977
Breaking Smoking Rules	----	3.96%	1.85%	2.93%
Throwing Items	.22%	1.71%	.44%	1.08%
Stealing	.55%	.21%	.11%	.16%
Cheating	.77%	.97%	----	.48%
Familiarity with Opposite Sex	.99%	.42%	1.09%	.76%
Classroom Disturbance	9.07%	9.87%	6.54%	8.21%
Profanity	1.65%	.64%	1.63%	1.14%
Disobeying Teacher	4.75%	1.39%	1.85%	1.62%
Breaking in Lunch Line	.44%	1.07%	1.20%	1.14%
Destroying School Property	.44%	.54%	.11%	.32%
Total mean percentage	52.83%	33.21%	30.63%	31.96%

---- 0% or score not available

Average No. of students, 1971: 904 (Traditional System)

Average No. of students, 1972: 932 (Quarter System)

Average No. of students: 1977: 918 (Quarter System)

In ten items, the number of incidents in 1972 is less than in 1971. The ten infractions are: Skipping School, Late for Class, Tardy to School, Possessing Fire Works, Possessing Drugs or Alcohol, Dress Code, Stealing, Familiarity with Opposite Sex, Profanity, and Disobeying Teacher. In six of these ten items, the number of incidents in 1977 is more than in 1972.

Terminal Objective Number 6

As a result of this practicum, there will be a 50 percent increase per class in time devoted to laboratory work under the BLOC quarter system as compared with the traditional system, in the selected high school, by June 30, 1978, as measured by the difference of the time between a 55 minute class period and a 150 minute class period.

This objective was met with more time being added to each period under the BLOC quarter system. This gave more time for the student to devote to his laboratory work. There was a 173 percent gain in time between the fifty-five minute traditional system period and the 150 minute BLOC system class period. (See Table I).

From the Teacher's grade books, 1970-1971 and 1975-1976, the writer randomly chose subjects requiring laboratory exercises such as biology, chemistry, home economics, and art to compare grade differences. In each subject there was an increase in grades under the BLOC quarter system 1975-1976. This indicated that more learning took place when the student had time to complete his laboratory work during the class sessions. Table 2 below reveals the gain in points that was made (by the students) between the two systems. (See Table 2).

TABLE I

COMPARISON OF TIME

BLOC system time per period	75 Minutes	150 Minutes

Traditional system time per period	55 Minutes	55 Minutes
Total difference of time per period	20 Minutes	95 Minutes
Total Percentage gain	36 Percent	173 Percent

The teacher who taught a subject that was one of the seventy-five minute courses under the BLOC system had twenty minutes more time to devote to individualized instruction than she had under the traditional system, or thirty-six percent more time per period. If the same teacher taught a course under the BLOC system that was two and one-half hours in time, she had ninety-five minutes more to devote to individualized instruction than she did under the traditional system, or 173 percent more time.

TABLE 2

COMPARISON OF GRADES

	Average Grade 1970-1971	Number of Students	Average Grade 1975-1976	Number of Students	Gain in Points
Chemistry	76	14	85	22	9
Biology	69	20	78	26	9
Art	79	19	89	16	10
Home Economics	80	21	88	32	8

In chemistry and in biology there was a nine point gain under the BLOC quarter system. In art there was a ten point gain and in home economics there was an eight point gain.

Objective Number 7

As a result of this practicum, there will be a 50 percent increase in time devoted to individualized instruction under the BLOC quarter system as compared with the traditional school system, in the selected high school by June 30, 1978, as measured by the difference between the 55 minute period and the 150 minute period.

The objective was met. The teachers did not have time to devote to individual students within a fifty-five minute period of time. See Table I below for the break-down of the extra time a teacher can devote to individualized instruction under the BLOC quarter system.

TABLE I

COMPARISON OF TIME

BLOC system time per period	75 Minutes	150 Minutes
Traditional system time per period	55 Minutes	55 Minutes
Total difference of time per period	20 Minutes	95 Minutes
Total Percentage gain	36 Percent	173 Percent

CHAPTER IX

INSTITUTIONALIZATION

The BLOC Quarter system was implemented in the Coffee High School at the beginning of the 1972-1973 school term. This same system has also been implemented in the Broxton High School, the Nicholls High School, and the Coffee Junior High School of the Coffee County School System. The BLOC quarter system has been in progress in the Coffee High School for the past six years.

The writer left the Coffee High School at the conclusion of the 1977-1978 school term. The writer, however, left his successor the material that is necessary to operate this type program. The writer had also registered the students for the 1978-1979 school term and had trained fifteen students from each of the grades nine-twelve how to pre-register and register students for the BLOC quarter system. The counselors and heads of departments as well as the teachers were trained in the implementation of the BLOC quarter system.

CHAPTER X

DISSEMINATION

The writer's efforts have been very extensive in trying to inform school administrators and to get them to adopt and implement the BLOC quarter system in their schools and or systems. Many letters have been sent to Principals and Superintendents across the States informing them of the value to their students of the BLOC quarter system. The writer also made many telephone calls to principals and Superintendents in the State of Georgia informing them of the BLOC quarter system.

The writer gave a lecture of the BLOC quarter, summer, 1976, to some thirty-five principals and superintendents at the University of Alabama, Tuscaloosa, Alabama. Many of those men were interested in implementing such a program in their schools and/or systems, and asked for more information and literature on the subject.

Lectures on the value and advantages of the BLOC quarter system have been given to the Principals' groups. The writer was elected President of the Eighth District Georgia Association of Secondary School Principals (GASSP), for the 1978-1979 school term, and gave a lecture to the principals of the organization on the subject of "The Value and Advantages of the BLOC qurater system."

There was also an advertisement placed in the "Principal's Private Letter" regarding the BLOC qurater system (see page 132). The writer received sixteen responses from principals and Superintendents requesting information on how to implement the BLOC quarter system.

The BLOC quarter system has been adopted by the Echols County Board of Education, Jackie L. Carter, Superintendent, Statenville, Georgia. His plans are to implement the system during the 1979-1980 school year. The writer has been asked to help evaluate this program after it has been in operation for two years (see letter of request page 151).

A copy of the model for implementing the BLOC quarter system will be mailed to each school and/or school systems that made a request. These copies will be sent when the Practicum Report has been approved by the officals of the NOVA University. The school officials of the adjoining counties will be given a copy of this report. Also a copy will be presented to the officials of the two CESA units who provided expertise in the development of the program.

The writer will assist any school and/or school system requesting assistance in their efforts to adopt and implement the BLOC quarter system. The writer will also be glad to assist in the evaluation of the system after it has been in operation for at least two years.

CHAPTER XI

CONCLUSION AND RECOMMENDATIONS

The writer is of the opinion that a true evaluation of the BLOC quarter system can best be rendered after the quarter system has been in progress for two years or more. As the school progresses under the BLOC quarter system, changes and corrections can be made. The writer recommends that the courses in mathematics that require retention be taught each quarter in succession, one hour and fifteen minutes a day, rather than two and one-half hours for only one quarter.

The writer feels that there has been a sufficient amount of evidence to substantiate the fact that the BLOC quarter system is among one of the best alternative programs for the students. This is a demanding age, and schools must meet the demands they are confronted with. It is, therefore, imperative that schools be innovative and open to the needs of students and the demands of the public. Students deserve the best education that can be afforded them with the money that is granted for this purpose. For this reason the writer feels that schools must change from the old curriculum and customs to programs that are practical and workable. The BLOC quarter system is one of the most practical and innovative programs that can be placed in a high school.

While flexibility is the key, preparation must be the watchword. Those schools and/or systems considering the implementation of the BLOC quarter system should allow sufficient time for study and planning with twenty-four months recommended and twelve months being an absolute minimum. These schools and/or systems should also seek assistance from the personnel of other schools and/or systems that have implemented the BLOC quarter system and are operating it in their school and/or system for their students.

In summary, it must be the prime objective of any public entity, such as the school system, to provide the best possible program at the least possible expense. The BLOC quarter system has the potential for providing a more effective program for the tax dollar and thus should prove more efficient.

BIBLIOGRAPHY

Books

Allen, Dwight W. "Individualized Instruction." Secondary Schools Today: Readings for Educators. Boston: Houghton Mifflin Company, 1969.

Clark, Leonard H., Raymond L. Klein, and John B. Burks. The American Secondary School Curriculum. New York: MacMillan Publishing Company, 1972

Drucker, Peter F. The Age of Discontinuity: Guidelines to our Changing Society. New York: Harper and Row, 1969.

Gerhard, Muriel. Effective Teaching Strategies with The Behavioral Outcomes Approach. New York. Parker Publishing Company, Inc., 1971.

Howard, Alvin W., and George C. Stoumbis. The Junior High and Middle School: Issues and Practices. Penn.: The Haddon Craftsmen, Inc., 1970.

Peterson, A. D. C. The Future of Education. London: The Cresset Press, 1968.

Rhodes, James A. Vocational Education and Guidance. Ohio: Charles E. Merrill Publishing Company, 1970.

Rogers, Carl R. Freedom to Learn: A View of What Education Might Become. Ohio: Charles E. Merrill Publishing Company, 1969.

Saxe, Richard W. Opening the Schools. Berkeley: McCutchan Publishing Corporation, 1972.

Smith, Frederick R., and R. Bruce McQuigg. Secondary Schools Today: Readings for Educators. Boston: Houghton Mifflin Company, 1969.

Swenson, Gardner, Donald Keys, and J. Lloyd Trump. Providing for Flexibility in Scheduling and Instruction. New York: Prentice-Hall, Inc., 1966.

Trump, Lloyd, and Delmas F. Miller. Secondary School Curriculum and Improvement. Boston: Allyn and Bacon, Inc., 1968.

Wiley, Deane, and Lloyd K. Bishop. The Flexibly Scheduled High School. New York: Parker Publishing Company, Inc., 1928.

Articles

APEG Adequate Program for Education in Georgia. Report of the Minimum Foundation Program of Education Study Committee, December, 1973.

Educational Futurism 1985 Challenges for Schools and Their Administrators. The 1985 Committee of the National Conference of Professors of Educational Administration.

The Reform of Secondary Education. A report to National Commission on the Reform of Secondary Education, established by the Charles F. Kettering Foundation, 1973.

Workshop on the Role of the Principal in the Planning and Implementation of a Development Program of Vocational Education. Bureau of Educational Studies and Services, College of Education, Athens, Georgia, 1970.

Magazines and Journals

Cawelti, Gordon. "The Reform of Secondary Education." A review of the Report's Advice to the Public and the Profession. NASSP Bulletin, No. 381, April, 1974 pp. 86-93.

Henson, Curtis E. Four-Quarter School Year, Atlanta Public Schools. Georgia: Atlanta Board of Education, Publication Center, 1970, p. 22.

Lessenger, Leon M. "Accountability in Public Education." Today's Education, 58:52, May, 1970.

McLuhan, Marshall, and George B. Leonard. "The Future of Education: The Class of 1989." LOOK, 31:4, February 21, 1967, pp. 23-25.

Moore, Arnold J., and Sister Peggy House. "Individualizing in a Modular Schedule." Educational Leadership, Vol. 20, No. 3, December, 1971, pp. 252-254.

Nickerson, Neal C., Jr. "Comments on Research." NASSP Bulletin, March, 1974, p. 104.

Parker, Jack. "A Student-Centered Scheduling Model." NASSP Bulletin, 57:47-52, January, 1973, p. 47.

Punke, Harold H. "Accountability and the Quarter System." NASSP Bulletin, January, 1974, pp. 57-58.

Shane, Harold G. "Future Shock and the Curriculum." Phi Delta Kappan, October, 1967, p. 70.

Shockloss, Daniel P. "Changing to Modular Flexible Scheduling." NASSP Bulletin, 57:49-88, January, 1974.

Sturges, A. W., and Donald Mrdjenovich. "Anticipated and Experienced Problems in Implementing a Flexible Modular Schedule." The Journal of Educational Research, Vol. 66, No. 6, February, 1973.

Lectures

Kilpatrick, William Heard. "Education for a Changing Civilization." Three lectures delivered on the Luther Laflin Kellogg Foundation at Rutgers University, 1926.

Letter

Webster, Kenneth E. Success Research Consultants, Inc., Tinley Park, Illinois, June 4, 1974.

APPENDIX

SCALE OF EQUIVALENT CREDIT FOR TRANSFER STUDENTS

NO. TRAD. UNITS	NO. BLOC. UNITS	DEC. BLOC. EQUIV.
½	½	.6818
1	1	1.36
1½	2	2.05
2	2½	2.73
2½	3½	3.41
3	4	4.09
3½	4½	4.77
4	5½	5.45
4½	6	6.14
5	6½	6.82
5½	7½	7.50

NO. TRAD. UNITS	NO. BLOC. UNITS	DEC. BLOC. EQUIV.
6	8	8.18
6½	8½	8.86
7	9½	9.55
7½	10	10.23
8	11	10.91
8½	11½	11.59
9	12	12.27
9½	13	12.95
10	13½	13.14
10½	14	14.32
11	15	15.00

NO. TRAD. UNITS	NO. BLOC. UNITS	DEC. BLOC. EQUIV.
11½	15½	15.18
12	16	16.36
12½	17	17.05
13	17½	17.73
13½	18½	18.41
14	19	19.09
14½	19½	19.77
15	20½	20.45
15½	21	21.14
16	21½	21.82
16½	22½	22.50

NO. TRAD. UNITS	NO. BLOC. UNITS	DEC. BLOC. EQUIV.
17	23	23.18
17½	23½	23.86
18	24½	24.50
18½	25	25.23
19	26	25.91
19½	26½	26.59
20	27	27.27
20½	28	27.95
21	28½	28.64
21½	29	29.32
22	30	30.00

1 TRADITIONAL (CARNEGIE) UNIT = 1 4/11 = 1.3636 BLOC UNITS

Coffee High Students Can Earn 30 Bloc Units, Grades 9 - 12

Coffee High Students Must Earn 27 Bloc Units to Graduate

CONVERSION TABLE

Academic Credits to Quarter Hours

One (1) Carnegie Unit equals fifteen (15) quarter hours

ACADEMIC

Unit Credits	Quarter Hours	Unit Credits	Quarter Hours
½	7½	8½	127½
1	15	9	135
1½	22½	9½	142½
2	30	10	150
2½	37½	10½	157½
3	45	11	165
3½	52½	11½	172½
4	60	12	180
4½	67½	12½	187½
5	75	13	195
5½	82½	13½	202½
6	90	14	210
6½	97½	14½	217½
7	105	15	225
7½	112½	15½	232½
8	120	16	240

PROMOTION FROM

9th to 10th	75 Quarter Hours
10th to 11th	165 Quarter Hours
11th to 12th	255 Quarter Hours
Graduation	360 Quarter Hours

No Credit Will Be Given For Activity Courses

COFFEE COUNTY SCHOOL SYSTEM

EVALUATION OF BLOC - QUARTER SYSTEM

Teacher Questionnaire

Date	Course Title	Grade Level

Please use the following scale to compare the new BLOC Quarter System with the traditional program of past years. Circle the number opposite each item that best describes your rating of the new system compared to the old.

	Much Poorer	Poorer	About Same	Better	Much Better
1. Getting to know your students	1	2	3	4	5
2. Teacher preparation	1	2	3	4	5
3. Getting students "involved"	1	2	3	4	5
4. Individualizing instruction	1	2	3	4	5
5. Use of local resources	1	2	3	4	5
6. Student attitude	1	2	3	4	5
7. Amount of real learning time	1	2	3	4	5
8. Student achievement of objectives	1	2	3	4	5
9. Measuring student progress	1	2	3	4	5
10. Independent and supervised study	1	2	3	4	5
11. Classroom management (discipline)	1	2	3	4	5
12. Curricular offerings	1	2	3	4	5
13. Student attendance	1	2	3	4	5

COFFEE COUNTY SCHOOL SYSTEM

EVALUATION OF BLOC - QUARTER SYSTEM

Student Questionnaire

Date _____ Course Title _____ Grade Level _____

Please use the following scale to compare the new BLOC - Quarter System with the traditional program of past years. Circle the number opposite each item that best describes your rating of the new system compared to the old.

	Much Poorer	Poorer	About Same	Better	Much Better
1. Getting to know your teacher	1	2	3	4	5
2. Variety of materials and class activities	1	2	3	4	5
3. Getting involved in class	1	2	3	4	5
4. Opportunities to "do your learning thing" at your own speed	1	2	3	4	5
5. Field trips to where the learning action is	1	2	3	4	5
6. Feeling good about school	1	2	3	4	5
7. Really getting interested in a subject	1	2	3	4	5
8. Knowing what is expected and then learning it	1	2	3	4	5
9. Getting the grades you deserve	1	2	3	4	5
10. Getting individual help	1	2	3	4	5
11. Class behavior (discipline)	1	2	3	4	5
12. Opportunities to take courses of special interest to you	1	2	3	4	5

9th PRE-REGISTRATION 1977-1978 SCHOOL YEAR

NAME _____ GRADE _____
Last First Middle

HOMEROOM TEACHER _____

Unit Value	AGRICULTURE
1	Agriculture II

	BUSINESS
1	Bookkeeping I
½	Typing IA
½	Typing IB
1	Typing II
1	Recordkeeping
½	Shorthand IA
½	Shorthand IB

	C.V.A.E.
1	C.V.A.E. (Teacher Approval)

	DRIVER EDUCATION
½	Driver Education (All 10th Graders)

	ENGLISH
½	Bible as Literature
½	Creative Writing
½	Developmental Reading
1	English II
½	Journalism
½	A to Zeus
½	Poetry
½	Reading for Growth
½	Research Paper
1	Speech

	FOREIGN LANGUAGE
½	French IA
½	French IB

Unit Value	INDUSTRIAL ARTS
1	Industrial Arts I

	MATHEMATICS
1	Fundamental Math
1	General Math II
1	Introductory Algebra
1	Elementary Algebra
½	Pre-Geometry
1	Geometry
1	Algebra II

	MUSIC
½	Band (1 2 3 Quarters)
½	Chorus (1 2 3 Quarters)
½	Ensemble - Stage Band (1 2 3 Quarters)

	PHYSICAL EDUCATION
1	Outdoor Education
½	P.E. (1 2 3 Quarters)
½	Hygiene
½	Teenager

	SOCIAL STUDIES
½	Consumer Economics
½	Government
½	Teen and Law
½	World of Work
1	World History
½	Psychology
½	Debate

	HOME ECONOMICS		SCIENCE
½	Study of Young Children	1	Biology
½	Decorating and Improving Home Interiors	½	Ecology (College Preparatory)
1	Food Selection, Preparation, and Service	½	Laboratory Techniques
1	Sewing for Fun	½	Man and His Environment (Regular Ecology)

Please list any course that you might like to take that is not offered:

_____

* *

List the number of units you plan to earn during the 1977-1978 school term: _____

Circle the subjects you wish to take. Add the unit value of each circled subject and put the total in the blank: _____

Have your parents approve your choices and sign below:

_____
Parents' signature

Have your homeroom teacher approve your choices and sign below:

_____
Homeroom teacher's signature

10th, 11th, 12th PRE-REGISTRATION 1977-1978 SCHOOL YEAR

NAME _____ GRADE _____
Last First Middle

HOMEROOM TEACHER _____

Unit Value	AGRICULTURE
1	Agriculture II
1	Agriculture III
1	Agriculture IV
½	Animal Science
1	Shop
½	Shop IA
½	Shop IB

ART

1	Art I
1	Art II (Teacher Approval)

BUSINESS

1	Bookkeeping I
½	Business English (Business Students)
½	Clerical Office Practice
½	Office Machines
1	Recordkeeping
½	Shorthand IA
½	Shorthand IB
½	Typing IA
½	Typing IB
1	Typing II
1	VOT (Teacher Approval)

C.V.A.E.

1	C.V.A.E. I (Teacher Approval)
1	C.V.A.E. II (Teacher Approval)

D.C.T.

1	D.C.T. I (Teacher Approval)
1	D.C.T. II (Teacher Approval)

Unit Value	HOME ECONOMICS

Home Economics II

½	Study of Young Children
½	Decorating and Improving Home Interiors
1	Food Selection, Preparation and Service
1	Sewing for Fun

Home Economics III

½	Basic Home Furnishing and Housing
½	Looking Toward Parenthood and Caring for Young Children
1	Creativity in Foods (Prerequisite: Foods II)
1	Tailoring Techniques (Prerequisite: Sewing II)
½	Independent Study (State Degree Only)
1	Preparation for Adult Living (12th Boys and Girls)

INDUSTRIAL ARTS

1	Industrial Arts I
1	Industrial Arts II
1	Industrial Arts III
1	Industrial Arts IV
1	Mechanical Drawing

MATHEMATICS

1	Fundamental Math
1	General Math II
1	Consumer Math
1	Introductory Algebra
1	Elementary Algebra

10th, 11th, 12th

Unit Value	DRIVER EDUCATION
½	Driver Education (All 10th Graders)

	ENGLISH
½	A to Zeus
½	Bible as Literature
½	Creative Writing
½	Debate
½	Designs
½	Developmental Reading
1	English II
1	English III
1	English IV
½	How to Study
1	Journalism
½	Poetry
½	Reading for Growth
½	Research Paper
1	Speech

	FOREIGN LANGUAGE
½	French IA
½	French IB
½	French IIA
½	French IIB

	SCIENCE
1	Bacteriology
1	Biology
1	Botany
1	Chemistry
½	Ecology (College Preparatory)
1	Electronics
½	Embryology
1	Geology
½	Laboratory Techniques
½	Man and His Environment (Regular Ecology)
½	Physical Science
1	Physics
1	Physiology
1	Zoology

115

Unit Value	MATHEMATICS (Continued)
½	Coordinate Geometry
1	Geometry
1	Business Math (Prerequisite: Alg. I)
1	Industrial Math (Prerequisite: Alg. I)
1	Algebra II
1	Advanced Algebra & Trig
1	Advanced Math

	MUSIC
½	Band (1 2 3 Quarters)
½	Chorus (1 2 3 Quarters)
½	Ensemble - Stage Band (1 2 3 Quarters)
½	Music Appreciation
½	Percussion Techniques

	PHYSICAL EDUCATION
1	Outdoor Living
½	P. E. (1 2 3 Quarters)
½	Hygiene
½	Teenager

	SOCIAL STUDIES
½	Afro-American Studies
½	Consumer Economics
1	Government
1	History of Ideas (Prerequisite: U. S. History)
½	Psychology
½	Sociology
½	Teenager and the Law
1	Twentieth Century America
1	United States History
1	World History
½	World of Work

10th, 11th, 12th

Please list any course that you might like to take that is not offered above.

_____

_____

* *

List the number of units you plan to earn during the 1977-1978 school term. _____

Circle the subjects you wish to take. Add the value of each circled subject and put the total in the blank. _____

(You cannot earn more than 7½ for one year or less than 1½ per quarter.)

I have checked my child's schedule for next year and approve the choices.

_____
Parents' signature

I have checked my homeroom student's schedule and approve the choices.

_____
Homeroom teacher's signature

Comments:

_____

_____

_____

_____

MASTER SCHEDULE 1st Quarter 117

TEACHER	HR	1	2	3	4	5
Garrard	B-1	English II		Reading in Soc. Stds	P	Reading in Soc. Stds
Sistrunk	B-2	English II	P	English II	English II	
Gilbert	B-3	French IA	French IA & IIB	P	Journalism	
J. Walker	B-7	English III		P	English II	
Merriman	B-6	P	English III		English III	
Touchton	C-5	English III		P	Speech I	
Anderson	B-4	English IV		English IV		P
King	B-5	English IV	P	English IV	English IV	
Nichols	C-1	Adv. Alg. & Trig.		Algebra II		P
Adams	E-3	P	Elem. Algebra		Elem. Algebra	
Thompson	D-1	Coor. Geom.	P	Coor. Geom.	How to Study	How to Study
Wilkerson	E-2	General Math II		P	Consumer Math	
Belcher	C-4	P	Biology		Ecology	
Harrell	C-6	Biology		Geology		P
K. Williams	D-2	Girls' PE	Biology		Girls' PE	Boys' PE
Tanner	T-1	Teenager	Hygiene	P	Biology	
Ganas	T-7	Outdoor Education		Outdoor Education		P
McKinnon	C-7	Chemistry		Biology		Ind. Rmed. Chemistry
Vickers	D-5	How to Study	Psychology	Debate	P	Lit. Events
Clark	D-6	U.S. History	P	U. S. History	U. S. History	
Roundtree	D-3	Afro-Amer. Studies	P	Teen & Law	World History	
Guthrie	D-4	P	World History		World History	
Cash	T-2	World History			20th Century America	
Goss	D-5	U. S. History		U. S. History		P
J. Ray	E-1	Art I		P	Art I	
Plymale	F-3	Agriculture II		Agriculture IV		P

MASTER SCHEDULE 1st Quarter

TEACHER	HR	1	2	3	4	5
Walker	Shop	Animal Science				
Goodman	F-1			Agriculture II		P
J. Williams	A-1	Preparation for Adult Living		Tailoring Techniques		P
Keen	A-4	Study of Young Child	Decor. & Home Impv.	Food Selection, Preparation & Service		P
Kennedy	C-3	Business English	Bookkeeping		P	Supervision
A. Ray	C-2	Typing IA	Shorthand 1A	Office Machines	Typing IB	P
M. Ray	F-2	D.C.T. I	D.C.T. I	D.C.T. I & II	P	Supervision
Veal	F-1	D.C.T. I	D.C.T. I			
O'Brien	BR	Chorus	Music Apprecia.	Ensemble	P	Band
Kimbrel	E-4	Industrial Arts I		Industrial Arts I		P
Royal	Gym	Boys' PE	Boys' PE	Boys' PE	Boys' PE	P
Blount	C-5	P	Driver Training	Driver Training	Driver Training	Driver Training
White	G-1	P	Driver Training	Driver Training	Driver Training	Driver Training
Darley	T-3	C.V.A.E.	C.V.A.E.	C.V.A.E.	P	Supervision
Quenzer	Gym	Girls' PE	Girls' PE	Girls' PE	P	Girls' PE
Kirkland	T-5	Math	History	Social Sty & Job	P	Supervision
Fussell	T-6	P	Supervis. Work Exp.	Social Studies	Math	English
Smith	T-4	Counseling	Counseling	Counseling	Counseling	Counseling
Fryor	T-4	Counseling	Counseling	Counseling	Counseling	Counseling

MASTER SCHEDULE

TEACHER	HR	1	2	3	4	5
Garrard	B-1	Reading for Growth	Reading for Growth	P	Reading in Soc. Stds	Reading in Soc. Studies
Sistrunk	B-2	English II		P	English II	
Gilbert	B-3	English III		Journalism		P
J. Walker	B-7	English III	P	English III	English III	
Merriman	B-6	P	English III		English II	
Touchton	C-5	English II		P	Research Paper	Bible as Literature
Anderson	B-4	English IV		English IV		P
King	B-5	English IV		English IV		P
Nichols	C-1	Advanced Math		Algebra II		P
Adams	E-3	P	Supervision	Practical Math	Elem. Algebra	
Thompson	D-1	Geometry		P	Geometry	How to Study
Wilkerson	E-2	P	General Math II		General Math II	
Belcher	C-4	Botany		P	Embryology	Lab. Tech.
Harrell	C-6	Biology		Biology		P
K. Williams	D-2	Boys' PE	P	Girls' PE	Boys' PE	Boys' PE
Tanner	T-1	Hygiene	P	Teenager	Biology	
Ganas	T-7	P	Outdoor Education		Outdoor Education	
McKinnon	C-7	Biology		Chemistry		P
Vickers	D-5	P	Psychology	How to Study	Literary Events	Debate
Clark	D-6	U. S. History		U. S. History		P
Roundtree	D-3	Teen & Law	P	World History		Afro-Amer. Studies
Guthrie	D-4	P	World History		World History	
Cash	T-2	World History	P	World History	World of Work	World of Work
Goss	D-5	U. S. History		P	U. S. History	
J. Ray	E-1	P	Art I		Art I	
Plymale	F-3	Agriculture III		Farm Shop		P

MASTER SCHEDULE 2nd Quarter

TEACHER	HR	1	2	3	4	5
Walker	Shop	Shop IA				
Goodman	F-1			Agriculture II		
J. Williams	A-1	Creativity in Food		Tailoring Techniques		P
Keen	A-4	Sewing for Fun		Food Selection, Preparation & Service		P
Kennedy	C-3	Typing II		Shorthand IA	P	Supervision
A. Ray	C-2	Bookkeeping		Typing IA	P	Typing IA
M. Ray	F-2	D.C.T. I	D.C.T. I	D.C.T. I & II	P	Supervision
Veal	F-1	D.C.T. I	D.C.T. I			
O'Brien	BR	Chorus	Music Appreciat.	Percussion Ensemble	P	Band
Kimbrel	F-4	Industrial Arts I		Industrial Arts II		P
Royal	Gym	Outdoor Education	Boys' PE	Boys' PE	P	Weights
Blount	C-5	Driver Training	Driver Training	Driver Training	P	Driver Training
White	G-1	Driver Training	Driver Training	Driver Training	Motor-cycle Sfty	P
Darley	T-3	C.V.A.E.	C.V.A.E.	C.V.A.E.	P	Supervision
Quenzer	Gym	Girls' PE	Girls' PE	P	Girls' PE	Girls' PE
Kirkland	T-5	Budgeting	How to Get a Job	Science	Supervision	P
Fussell	T-6	Health & Safety	Family Life	English	Arts & Crafts	P
Smith	T-4	Counseling	Counseling	Counseling	Counseling	Counseling
Pryor	T-4	Counseling	Counseling	Counseling	Counseling	Counseling

MASTER SCHEDULE 3d Quarter

TEACHER	HR	1	2	3	4	5
Garrard	B-1	Reading in Soc. Studies	P	Poetry	Reading in Soc. Stds.	Reading in Soc. Stds.
Sistrunk	B-2	English II		P	World History	
Gilbert	B-3	English III		P	Journalism	
J. Walker	B-7	English III		English III		P
Merriman	B-6	P	English II		English II	
Touchton	C-5	P	English III		Creative Writing	A to Zeus
Anderson	B-4	English IV		English II		P
King	B-5	P	English IV		Journalism	
Nichols	C-1	Introd. Algebra		Fundamental Math		P
Adams	E-3	Elem. Algebra		Practical Math	Supervision	P
Thompson	D-1	Geometry		How to Study	P	How to Study
Wilkerson	E-2	General Math II		P	General Math II	
Belcher	C-4	Biology		P	Ecology	
Harrell	C-6	Physical Science	Man & His Environ.	Zoology		P
K. Williams	D-2	Government		World of Work	P	Boys' PE
Tanner	T-1	p	Girls' PE	Biology		Driver Training
Ganas	T-7	Outdoor Education		Outdoor Education		P
McKinnon	C-7	P	Biology		Biology	
Vickers	D-5	P	History of Ideas		How to Study	Psychology
Clark	D-6	P	U. S. History		U. S. History	
Roundtree	D-3	World History		P	World History	
Guthrie	D-4	World History	P	World History	World History	
Cash	T-2	U. S. History		Teen & Law	P	Teen & Law
Goss	D-5	Con. Econom.	World History		Sociology	P
J. Ray	E-1	Art I & II		P	Art I & II	
Plymale	F-3	Agriculture III		Agriculture III		P

MASTER SCHEDULE 3d Quarter

TEACHER	HR	1	2	3	4	5
Walker	Shop	Shop IB				
Goodman	F-1			Agriculture II		P
J. Williams	A-1	Child Development	Sewing for Fun IIA	Sewing for Fun		P
Keen	A-4	Sewing for Fun		Food Selection, Preparation & Service		P
Kennedy	C-3	Clerical Off. Pract.	Business Math	Shorthand IB	P	Supervision
A. Ray	C-2	Typing IA	Typing IB	P	How to Study	Typing IA
M. Ray	F-2	D.C.T. I	Electronics	D.C.T. I & II	P	Supervision
Veal	F-1	D.C.T. I	D.C.T. I			
O'Brien	BR	Chorus	Music Appreciat.	Percussion Ensemble	P	Band
Kimbrel	E-4	Mechanical Drawing		Industrial Arts I		P
Royal	Gym	Boys' PE	Boys' PE	Boys' PE	Boys' PE	P
Blount	C-5	Driver Training	Driver Training	Driver Training	P	Driver Training
White	G-1	Driver Training	Driver Training	Driver Training	P	Motorcycle Safety
Darley	T-3	C.V.A.E.	C.V.A.E.	C.V.A.E.	P	Supervision
Quenzer	Gym	Girls' PE	P	Girls' PE	Girls' PE	Girls' PE
Kirkland	T-5	Banking	How to Get A Job	History	Supervision	P
Fussell	T-6	Arts & Crafts	English	Citizen-ship	Supervision	P
Smith	T-4	Counseling	Counseling	Counseling	Counseling	Counseling
Pryor	T-4	Counseling	Counseling	Counseling	Counseling	Counseling

Sample No. 3

Schedule I -- Registration Form — Coffee High School 1974-1975

124

NAME _____ GRADE _____
Last First Middle

PARENT'S NAME _____ HR _____

FIRST QUARTER (English)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1¼ 2½						
2.		1¼ 2½						
3.		1¼ 2½						
4.		1¼ 2½						
5.		1¼ 2½						

SECOND QUARTER (Social Studies)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1¼ 2½						
2.		1¼ 2½						
3.		1¼ 2½						
4.		1¼ 2½						
5.		1¼ 2½						

THIRD QUARTER (Math or Science)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1¼ 2½						
2.		1¼ 2½						
3.		1¼ 2½						
4.		1¼ 2½						
5.		1¼ 2½						

Sample No. 4

Schedule III -- Registration Form Coffee High School 1977-1978

NAME _____ GRADE 125
Last First Middle

PARENT'S NAME _____ HR _____

FIRST QUARTER (Math or Science)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 1½						
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

SECOND QUARTER (English)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 2½						
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

THIRD QUARTER (Social Studies)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 2½						
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

Schedule II-- Registration Form

Sample No. 5
Coffee High School 1977-1978

126

NAME _____ GRADE _____
Last First Middle

PARENT'S NAME _____ HR _____

FIRST QUARTER (Social Studies)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 2½						
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

SECOND QUARTER (Math or Science)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 2½		Tea				
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

THIRD QUARTER (English)

Period	Subject	Time	Room	Teacher	Teacher Approval Add	Drop	Add	Drop
1.		1½ 2½						
2.		1½ 2½						
3.		1½ 2½						
4.		1½ 2½						
5.		1½ 2½						

INSTRUCTIONS TO STUDENTS FOR 1977-1978 REGISTRATION COFFEE HIGH SCHOOL

THINGS YOU NEED TO KNOW PRIOR TO REGISTRATION

1. Units needed to graduate:

1974-1975	23 units
1975-1976	25 units
1976-1977	27 units

2. Course requirements:

English	4 units	
Math	2 units	
Science	2 units	(Biology required)
Social Studies	4 units	(U.S. History required)
P.E.	2 units	

SUGGESTIONS

1. Base your course selections on your future goals--not early graduation.
2. Select at least one academic subject each quarter.
3. Know the courses for which you are going to register--period offered, quarter offered, time, teacher, etc.
4. Do not register for any course you have already taken and passed.

MATERIALS YOU MUST TAKE WITH YOU TO REGISTRATION

1. Pencils. (Do not use ballpoint or ink pens because you will have to erase to make changes and you cannot erase if you have written in ink.)
2. Registration forms.
3. Master schedule.
4. List of courses for which you pre-registered, including some second choices in case your first choice class is filled or there is a conflict.

WHAT YOU SHOULD DO DURING REGISTRATION

1. Sit quietly on the bleachers unless you are in the process of registering.
2. When you are registering, stay within the lines that have been marked off in front of the teachers' tables. This will allow you to register more quickly and with less confusion. No one will be registered unless he is in line. Breaking ahead or crowding around tables will only slow down registration.
3. Go to the information desk if you need help.
4. Return to the bleachers when you have finished registering and turning in your registration forms.

STEPS FOR REGISTRATION

1. Upon entering the gym, sit quietly on the bleachers until it is your time to register.
2. You will register in alphabetical order.
3. It is impossible for all students to take the same subjects at the same quarter. You have been given a registration form labeled Schedule I, Schedule II, or Schedule III. Take English, social studies (World History for 10th graders; U.S. History for 11th graders), and math or science as designated by the schedule.

	Schedule I	Schedule II	Schedule III
1st Quarter	English	Math or Science	Social Studies
2nd Quarter	Social Studies	English	Math or Science
3rd Quarter	Math or Science	Social Studies	English

4. While waiting, make sure you have circled the courses on the master schedule at the period and quarter you plan to take them--also, according to whether you have Schedule I, Schedule II, or Schedule III.
5. When it is your time to register, go to a teacher who will be teaching one of the subjects you wish to take.
6. Have the teacher place your name on his class roll and initial your registration form under "Add"--one space (once) for a 1¼ hour class, two spaces (twice) for a 2½ hour class.

7. When you finish registering for a class, move on to the next teacher who will be teaching a subject you want to take.

8. If you have to change your schedule for any reason, go back to the teacher who enrolled you and have that teacher remove your name from his roll. The teacher must initial your registration form under "Drop"--one space (once) for a $1\frac{1}{4}$ hour class and two spaces (twice) for a $2\frac{1}{2}$ hour class. Another teacher will not enroll you for that time block until you have been properly dropped.

9. Double check your registration form to make sure you have the following:

   a. A class for every period that you will be in school.
   b. Each class listed at the right period and in the right quarter.
   c. Each period line filled. (If a class is $2\frac{1}{2}$ hours long, write subject title twice.)
   d. Every item completed on the registration form--subject, time, room, teacher.
   e. Teachers' initials in the "Add" and "Drop" spaces as directed.

10. Keep master schedule so you will know what you will be taking next year.

11. Give the completed registration forms to the counselors for a final approval.

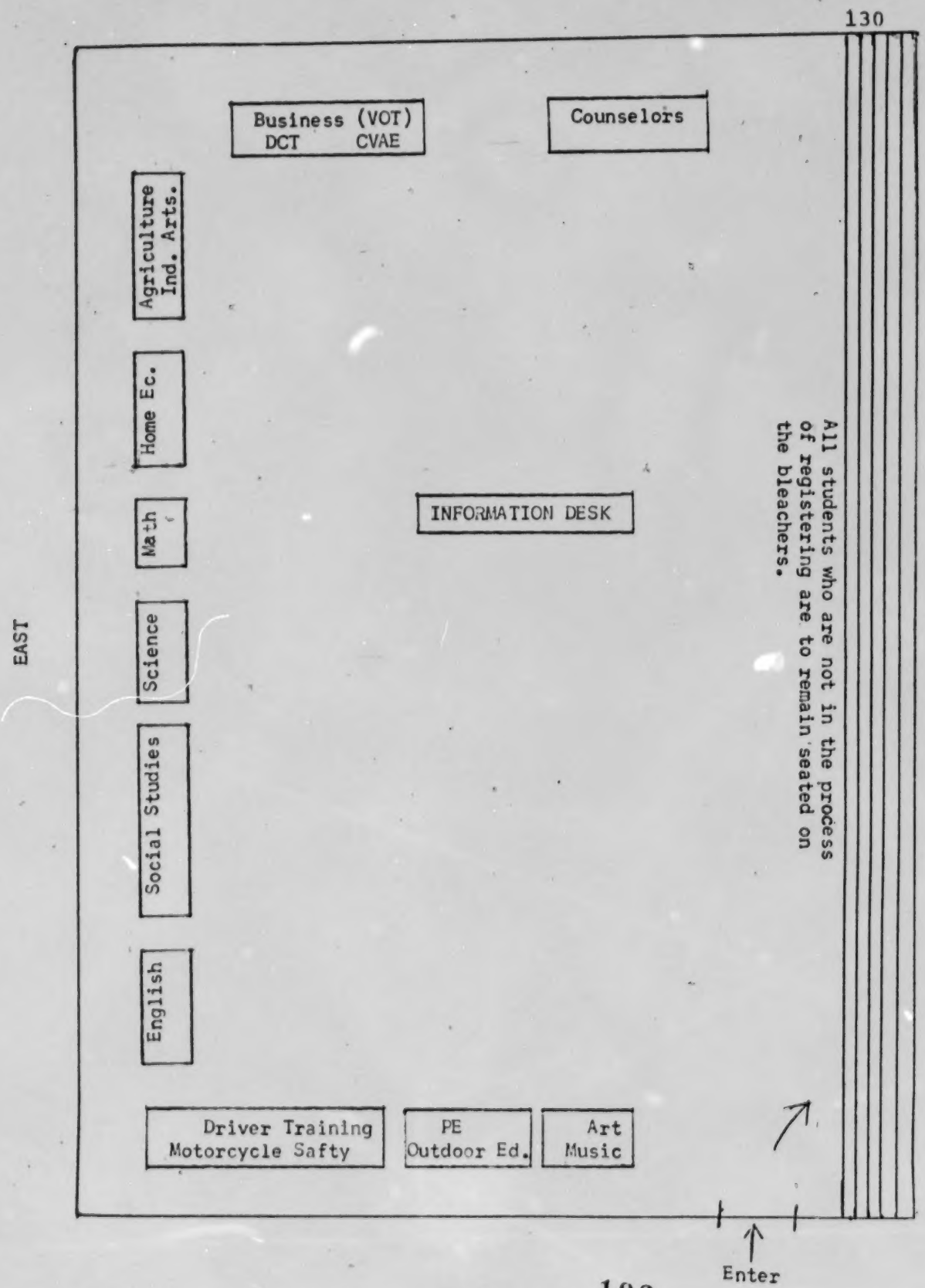
12. Return to the bleachers until time to go back to class.

SAMPLE REGISTRATION FORM

Period	Subjects	Time	Room	Teacher	Teacher Approval			
					Add	Drop	Add	Drop
1.	English II	$1\frac{1}{4}$ $2\frac{1}{2}$	C-5	Touchton	KJ			
2.	English II	$1\frac{1}{4}$ $2\frac{1}{2}$	C-5	Touchton	KJ			
3.	Food Preparation	$1\frac{1}{4}$ $2\frac{1}{2}$	A-4	Keen	SQ	SQ	CK	
4.	Food Preparation	$1\frac{1}{4}$ $2\frac{1}{2}$	A-4	Keen			CK	
5.	How to Study	$1\frac{1}{4}$ $2\frac{1}{2}$	D-1	Thompson	KJ			

SOUTH

Chart No. 1



EAST

WEST

NORTH

132

Sample No. 7

131

SUBJECT_____ CLASS ENROLLMENT_____

TEACHER_____ QUARTER_____ PERIOD_____

(Please list the students as you enroll them in your class. List teacher assistants last and place "TA" by the name. Do not include them in enrollment count. Return to guidance office after registration.)

1. _____	25. _____
2. _____	26. _____
3. _____	27. _____
4. _____	28. _____
5. _____	29. _____
6. _____	30. _____
7. _____	31. _____
8. _____	32. _____
9. _____	33. _____
10. _____	34. _____
11. _____	35. _____
12. _____	36. _____
13. _____	37. _____
14. _____	38. _____
15. _____	39. _____
16. _____	40. _____
17. _____	41. _____
18. _____	42. _____
19. _____	43. _____
20. _____	44. _____
21. _____	45. _____
22. _____	46. _____
23. _____	47. _____
24. _____	48. _____

they would like to make in the school, and one student blurted out 'The Principal.'"

* * * * * * * *

STAR TREATMENT: "Teachers are getting the star treatment in many of our schools, and several of the ideas for saying 'You're appreciated' are worth sharing.

* At Nelson an entire day was set aside as Teacher Recognition Day. Pictures of all faculty members were drawn by students for a special hall display, and an appreciation coffee was held in the afternoon. Entertainment was provided by fifth graders.

* Deer Park gives space in the office to different teachers each month to create a display which tells something about their personalities. The display in March, for example, was 'March Tales,' created by Paul Zeller. Kites contained pictures (including a picture of Paul as a child and a picture with his wife and children) and information on his background and some of his hobbies.

* For three years, Dozier has displayed 'Featured Teachers' in its cafeteria. Two teachers are selected each month through faculty and student input. The display contains statements about the teachers from students and candid pictures of the teachers in classroom activities."--*Inside Lines*, April 10, 1978 (Newport News Public Schools, Newport News, VA).

* * * * * * * *

SHAPING UP: Here's how you can help a staff member to shape up:

(1) Be specific in citing the problem. (Have a friendly manner as you zero in on the problem.)
(2) Ask the staff member for his help in solving the problem.
(3) Discuss the proposed solutions and write down those solutions.
(4) Agree on a concrete plan of action.
(5) Set a specific follow-up date for a performance check.

* * * * * * * *

ROUNDUP OF NEWS, NOTES AND COMMENTS

Here's a word from Hugh Edwards (Coffee High School, Douglas, Georgia):

"We have an innovative program in the Coffee County School System, grades 7-12, called the BLOC (Better Learning Opportunities for Children) Quarter System. The schedule is divided into five periods, with some of the periods running for 2½ hours and some for 1¼ hours. We have found that this schedule works well with courses that require laboratory work and courses that require a great deal of individual instruction. There are fewer bells ringing, making less movement of students, and allowing more teaching time.

"If a principal or superintendent is interested in adopting a program like this, they may contact Hugh F. Edwards, Principal, Coffee High School, P.O. Box 979, Douglas, GA 31533, or telephone 912/384-2094. We will be glad to send available material on this system to them."

* * * * * * * *

An unknown author felt moved to say: "WHEN DEALING WITH STUDENTS ALWAYS REMEMBER THAT THEY:

* are the most important people in our business.
* are not dependent on us...we are dependent on them.
* are not an interruption in our work...they are the purpose of it.
* do us a favor when they call upon us...we are not doing them a favor when we serve them.
* are part of our business...they are not outsiders.
* are not a cold statistic...they're flesh and blood human beings with feelings and emotions like our own.
* are not a name or a face or a number...they're individuals.
* are not someone to argue or match wits with.
* are people who bring us their wants...it's our job to fill those wants.
* are the lifeblood of this or of any other business.
* are the people who buy our services, pay our salaries, and go to the polls and vote.
* deserve the most courteous and attentive treatment we can give them."

* * * * * * * *

At the invitation of Principal Mary Burke, 35 fathers of students at the George Wash-

LETTERS OF REQUEST

BRADWELL INSTITUTE
100 PAFFORD STREET
HINESVILLE, GEORGIA 31313
FOUNDED 1971

134

Mr. Hugh F. Edwards

Principal

Coffee High School

Douglas, Ga. 31533

May 1, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
Douglas, Ga. 31533

Dear Mr. Edwards:

Thank you for the article you sent me recently regarding the BLOC (Better Learning Opportunities for Children) quarter system. I would be interested in studying this system and how it can be implemented into a school program.

The enriched curriculum offerings and flexible scheduling, together with blocks of time available for classes requiring laboratory work or individualized instruction seem advantageous to both the students and the teachers.

Please send me available material concerning the implementation of the BLOC quarter system and the overall results a school may expect from the implementation of such a program into their school system.

Sincerely yours,

William E. Bradwell
Principal

136

May 1, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
Douglas, Ga. 31533

Dear Mr. Edwards:

Thank you for the article you sent me recently regarding the BLOC (Better Learning Opportunities for Children) quarter system. I would be interested in studying this system and how it can be implemented into a school program.

The enriched curriculum offerings and flexible scheduling, together with blocks of time available for classes requiring laboratory work or individualized instruction seem advantageous to both the students and the teachers.

Please send me available material concerning the implementation of the BLOC quarter system and the overall results a school may expect from the implementation of such a program into their school system.

Sincerely yours,

William E. Austin
Principal

ST. GEORGE HIGH SCHOOL

CHARLES C. BAGWELL, PRINCIPAL

ST. GEORGE, GEORGIA 31646

April 25, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
P.O. Box 49
Douglas, Ga. 31533

Dear Mr. Edwards:

The BLOC quarter system, as you described it to me, seems to have much to offer as an innovative program to help deal with some of the problems in education today.

The system would seem to allow more time for both students and teachers to plan and work together. The flexibility of the curriculum offerings and the longer blocks of time, which allow more individual attention to be given to each student, and permits the student to learn at his own pace, should promote better learning for the students.

Please send us available material on the BLOC quarter system so we can review it and study how such a system could be implemented into our school system.

Sincerely yours,

Charles C. Bagwell

Charles C. Bagwell
Principal

CB:jc

BOARD OF EDUCATION
ECHOLS COUNTY
JACKIE L. CARTER, Superintendent
BARBARA W. THORNTON, Clerk
Phone 559-5734 — 559-5441
STATENVILLE, GEORGIA 31648

137

April 19, 1978

Mr. Hugh Edwards
P. O. Box 49
Douglas, GA 31533

Dear Mr. Edwards:

The Echols County School System has always been interested in any innovative program dealing with the school programs. We are particularly interested in the B.L.O.C. (Better Learning Opportunities for Children) Approach.

We find that many classes we have in school do not provide adequate time for preparation, presentment, and examination of results. The BLOC Approach is interesting to us for the possible benefits that these classes might derive from it.

Please send us all available information on the BLOC Approach so that we might better understand and view it.

Thanking you in advance for your time and information.

Respectfully,

Jackie L. Carter

Jackie L. Carter, Supt.
Echols County School System

JLC/baw

BOARD MEMBERS
BURNELL GASKINS, Chm.
SIDNEY N. STRICKLAND
GEORGE McCRANIE III
ROBERT BAZEMORE
RALPH TANNER

ATKINSON COUNTY
BOARD OF EDUCATION

SUPERINTENDENT
JAMES T. MORRIS

CLERKS
MARGARET MIZELL
JEARLDEAN SUMMERLIN

CURRICULUM DIRECTOR
BARBARA STRICKLAND

PEARSON, GEORGIA 31642

April 25, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
P. O. Box 49
Douglas, GA 31533

Dear Mr. Edwards:

The description that you gave me regarding the BLOC quarter system sounds like one of the better systems. We are very interested in any innovation that will make for a better learning situation for our students here in Atkinson County.

Mr. Edwards, I feel sure that the longer period of time available under the BLOC quarter system would help teachers with individualized instructions and would be ideal in a lab situation.

We would like to know more about the implementation of this type of program. Will you please send us available material about the BLOC quarter system.

Sincerely yours,

James T. Morris, Supt.

WESTBROOK JUNIOR HIGH SCHOOL

WESTBROOK, MAINE 04092

DALE VAN GILDER
PRINCIPAL

July 31, 1978

Mr. Hugh F. Edwards, Principal
Coffee High School
P. O. Box 979
Douglas, Georgia 31533

Dear Mr. Edwards:

I read with interest the report on your B.L.O.C. quarter system scheduled used in Coffee High School in the Principals Private Letter of April 1978.

Would you please send me a copy of the materials you have available for distribution as noted in the article.

Thank you.

Sincerely,

Dale Van Gilder

Dale Van Gilder
Principal

DVG/tt

Glennville, Georgia 30427
P. O. Box 568
Office Telephone 654-3044

Glennville High School

Office of the Principal

April 25, 1978

Mr. Hugh F. Edwards, Principal
Coffee High School
P. O. Box 49
Douglas, Georgia 31533

Dear Mr. Edwards:

The BLOC (Better Learning Opportunities for Children) quarter system, as you described it, seems to offer many benefits to a school system.

The flexibility of scheduling, which should be less frustrating to teachers and students; the close correlation of student's interest and attention span in scheduling subjects and classroom teaching; the provision of more time in each subject, allowing the student to get more individualized instruction; and the provision, under the BLOC time schedule, permitting broad workshop-laboratory involvement in subjects where this is desirable, makes learning more relevant to the student and his activities.

We are always interested in innovative programs that will enable us to upgrade the quality of education for our students.

Please send us available information and materials on the BLOC quarter system.

Sincerely yours,

Carlos Lankford, Principal

Atkinson County High School
Pearson, Georgia 31642
April 24, 1978

Dear Mrs. Edwards:

I read with interest your paper on the advantages of the Quarter System. Thank you for sending me a copy of it.

I would like to study your program further and talk with you more about it. Also, I would like to talk with other principals of smaller Systems who have tried the Quarter System to see how it has worked for them.

If I can make it work better than the system we are now using here at ATCO High, I would definitely be interested.

Thank you again.

Sincerely yours,
Charles T. Scarborough

Wayne County High School

1355 W. ORANGE ST. JESUP, GEORGIA 31545

W. DON BLOCKER
VOCATIONAL SUPERVISOR
(912) 427-6773

VINCENT STADNICK
PRINCIPAL
(912) 427-3705

ARTHUR WILLIAMS
ASSISTANT PRINCIPAL
(912) 427-3705

April 25, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
Douglas, Georgia 31533

Dear Mr. Edwards:

Our school system is always interested in innovative programs that will help us make learning more relevant to our students.

The BLOC quarter system, as implemented in your school, seems to offer many benefits to both students and teachers in providing for a more flexible curriculum, a wider range of subject offerings, more time for individualized work, and more opportunities to take advanced courses because of the extra courses offered.

Please send us all available material about the BLOC quarter system and how it can be implemented into a school system.

Sincerely yours,

Vincent Stadnick

Vincent Stadnick
Principal

VS/jy

DODGE COUNTY BOARD OF EDUCATION
DAHL MCDERMITT, SUPERINTENDENT
Eastman, Georgia 31023

April 28, 1978

Mr. Hugh F. Edwards
Principal
Coffee High School
Douglas, GA 31533

Dear Mr. Edwards:

Our school system is interested in implementing an innovative program that will upgrade the quality of our educational program and benefit our students and teachers.

The program you described to me, the BLOC (Better Learning Opportunities for Children) quarter system, would seem to offer the students an enriched curriculum with many advantages, such as individualized instruction time, lab work, and opportunity for a variety of student curriculum choices.

Will you please send available materials about this BLOC system and how it can benefit our school?

Sincerely yours,

Dahl McDermitt

Hamilton Township Public Schools

MAYS LANDING, NEW JERSEY 08330

J. HAROLD DUBERSON
SCHOOL

TELEPHONE: 609/625-2256

RONALD H. BONNER, PRINCIPAL

May 10, 1978

Mr. Hugh F. Edwards, Principal
Coffee High School
P.O. Box 979
Douglas, Georgia 31533

Dear Mr. Edwards:

I would greatly appreciate it if you would forward to me more information on the BLOC (Better Learning Opportunities for Children) Quarter System that you are now using in your school system.

Sincerely,

Ronald H. Bonner
Principal

WALLACEBURG DISTRICT SECONDARY SCHOOL
WALLACEBURG, ONTARIO, N8A 4L6

PRINCIPAL - W. H. GREEN, B.A.

VICE-PRINCIPAL - J. K. CLARKE, B.A., M. Ed.
- W. E. WILSON, B. Sc.

May 16, 1978.

Mr. Hugh F. Edwards, Principal,
Coffee High School,
P. O. Box 979,
Douglas, Georgia,
U.S.A.
31533.

Dear Sir:

I would appreciate any materials you can send me on your innovative program in Coffee County School System, BLOC - Quarter System.

Yours sincerely,

J. K. Clarke

JKC:eb

J. K. Clarke,
Vice Principal.

MEMO

TO:_____FROM, RONALD D. BERGMAN (RDB) 5/18/76 __:__AM PM

146

Please send me information about your "BLOC system" of scheduling.

Thanks

RDB

Ronald D. Bergman, Prin.
Mendocino Jr. High School
13174 E. Parlier Avenue
Parlier, CA 93648

Ronald D. Bergman, Prin.
Mendocino Jr. High School
13174 E. Parlier Avenue
Parlier, CA 93648

Hugh F. Edwards
Principal
Coffee High School
P.O. Box 979
Douglas, Ga. 31533

PONCE DE LEON JUNIOR HIGH SCHOOL
5801 AUGUSTO STREET
CORAL GABLES, FLORIDA 33146

DR. JAMES A. FLEMING
PRINCIPAL

DR. J. L. JONES
SUPT. DADE COUNTY SCHOOLS

May 15, 1978

Mr. Hugh F. Edwards, Principal
Coffee High School
P.O. Box 979
Douglas, Georgia 31533

Dear Mr. Edwards:

I am interested in your Better Learning Opportunities for Children Quarter System and would appreciate your sending me the available material on same.

Very truly yours,

James A. Fleming, Principal

kr

Saint Barbara High School
2867 SOUTH THROOP STREET
CHICAGO, ILLINOIS 60608

5-22-78

Dear Sir:

Kindly send me available meterial you have on the program BLOC.

Enclosed are stamps to help cover the postage.

Sincerely yours,
Sister Mary

Victor Haen Elementary School

BERNARD J. SCHMITT, PRINCIPAL
1130 HAEN DRIVE
KAUKAUNA, WISCONSIN 54130

May 22, 1978

Mr. Hugh F. Edwards, Principal
Coffee High School
P. O. Box 979
Douglas, GA 31533

Dear Mr. Edwards:

Would you please send the available material on the

BLOC (Better Learning Opportunities for Children)

Quarter System to me at your earliest convenience.

Thanking you in advance, I am

Sincerely yours,

Bernard J. Schmitt dhs

Bernard J. Schmitt
Principal

dhs

The Perrysburg Public Schools

Perrysburg Middle School

DR. PAUL KIMMELMAN, Principal
140 E. Indiana Avenue
Perrysburg, Ohio
Phone: 419-874-3181

October 10, 1978

Mr. Hugh Edwards
Coffee High School
P. O. 979
Douglas, Georgia 31533

Dear Mr. Edwards,

Please mail us information concerning your Better Learning Opportunities for Children quarter system. We are most interested in your schedule.

Thank you very much.

Sincerely yours,

Paul Kimmelman

Dr. Paul Kimmelman,
Principal

EDUCATION MOLDS OUR FUTURE

BETTER SCHOOLS BUILD A STRONGER AMERICA

ROUTE 1—LAKE PARK, GA.

JUHAN REID
ROUTE 1—LAKE PARK, GA.

ECHOLS COUNTY HIGH SCHOOL
WILLIAM C. FINCHER, PRINCIPAL
STATENVILLE, GA. 31648
559-5413

BOARD OF EDUCATION
ECHOLS COUNTY
JACKIE L. CARTER, Superintendent
BARBARA W. THORNTON, Clerk
Phone 559-5734 — 559-5441
STATENVILLE, GEORGIA 31648

LAWRENCE ZEIGLER
ROUTE 1—STOCKTON, GA.

ECHOLS COUNTY ELEMENTARY
MRS. MAMIE H. PIPKINS
ASSISTANT PRINCIPAL
STATENVILLE, GA. 31648
559-5277

November 14, 1978

Mr. Hugh Edwards
Route 3
Douglas, Georgia 31533

Dear Mr. Edwards:

I have previewed the Practicum Report you brought to me on November 6, 1978, and I am very interested in your program. As I stated to you in my letter of April 19, 1978, the Echols County School System has always been interested in improving its school program for the benefit of the students and teachers.

I am convinced that the BLOC Quarter System, as presented in your report, offers the greatest advantage to students and teachers of any other program that I have studied. I feel that the extra time that the teachers will have to spend on student individualized instruction will be worth the cost of making the change from the traditional (one year) program to the BLOC Quarter System program; and I will recommend the BLOC Quarter System to the Echols County Board of Education during our next meeting, December 5, 1978. When the Board adopts this program, we will organize committees and get started on developing our curriculum and planning for the new subjects that we will be able to offer our students as a result of the adoption of the BLOC Quarter System.

I will set the 1979-1980 school term as our target date for implementing the BLOC System. I am convinced that, after some hard work and days spent during the summer months, our teachers will be ready with the new curriculum and subjects for the implementation of the program. I will also recommend that we evaluate the program after it has been in operation for two school terms. This will carry us over into the 1980-1981 school term, and we will plan to evaluate the program during the latter part of the third quarter of the 1980-1981 school term. The following areas will be evaluated: holding or dropout rate, achievement rate, average daily attendance, and student behavior.

Mr. Edwards, the phase of your report about the advantages of the BLOC Quarter System and how to implement the program was read with much interest. With your permission, we will use the material, "How to Implement the BLOC Quarter

System," to help us with our implementation; we would also like to get your help with our evaluation if you are available.

Thank you for your interest in education and for this innovative idea, the BLOC Quarter System.

Respectfully,

Jackie L. Carter

Jackie L. Carter, Superintendent
Echols County Schools

JLC:ds